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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Academic and Personal Growth for Each Scholar

Provide the school's vision statement

100% Student Success-One year learning gains for each scholar

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Holly Del Duca

Position Title

Principal

Job Duties and Responsibilities

Job duties and responsibilities include the oversight of the teaching and learning of the school. These duties include but are not limited to maintaining and increasing student achievement. Developing and implementing a school vision and mission. Creating a positive school culture and climate. Leader of policies that impact school safety. Sustain a school learning environment that supports the needs of students, staff, and families. Monitor student data to support planning and instruction for diverse learners. Monitor the academic growth of L25 students, ESSA students and ensure a learning gain for each scholar. Sustain a school culture where teachers and staff continue to engage in professional development and a school where teacher leaders are developed to build academic capacity. Maintain operations of the site to ensure structure and accountability are implemented. Create a school community that is welcoming to all stakeholders. Teacher evaluator, family engagement facilitator, manager of exceptional student education and English Language Learners.

Leadership Team Member #2

Employee's Name

Carlie Stach

Position Title

Assistant Principal

Job Duties and Responsibilities

The duties and responsibilities include but are not limited to being an instructional leader, curriculum leader, and manager of school improvement goals. Additionally, responsibilities include monitoring data, school testing coordinator, and MTSS (Multi-Tiered System of Supports) Leader. Lead the work of family engagement, transportation, PBIS (Positive Behavior Intervention Support) facilitator, and teacher evaluator. Maintain school operations and a leader of policies that impact school safety. Member of the core four team for school safety. Supports ESE (Exceptional Student Education), VPK (Voluntary Pre-Kindergarten), and ESOL (English Language Learners) achievement.

Leadership Team Member #3

Employee's Name

Nicole Kenngott

Position Title

5th Grade Teacher

Job Duties and Responsibilities

Classroom teacher who leads the work of Restorative Practices on the campus. She facilitates training for restorative practices and facilitates the work of the school behavior team and school improvement goal. Her leadership impacts school culture, restoring relationships and academic circles. She assists in monitoring school climate data. Lead site based mentor for new teachers or teachers new to the school. Fifth grade team leader. She supports the work of the Bridging the Gap goals and action steps.

Leadership Team Member #4

Employee's Name

Kimberly Houtz

Position Title

School Counselor

Job Duties and Responsibilities

Duties and responsibilities include but are not limited to facilitating See Something, Say Something, Bully Investigations, 504 facilitator, member of core four safety team, gifted coordinator, and social skill group leader. Assists in monitoring actions steps for school wide behavior, school climate and attendance. She is a member of the child study team. She is a member of the MTSS team.

Leadership Team Member #5

Employee's Name

Mollie Parrish

Position Title

Library Media Technology

Job Duties and Responsibilities

Ensures students and staff are supported with technology and media. Focuses on developing teachers in the use of technology as an instructional tool. Manages inventory, technology and library resources. Assists in monitoring action steps in school improvement plan with a focus on family engagement, instructional technology impacts, English Language Arts and ESSA goals related to English Language Arts. She implements programs across the campus that focus on reading and ways to use technology to increase rigor and stamina in standards-based lessons.

Leadership Team Member #6

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Colleen Graham

Position Title

4th Grade Teacher

Job Duties and Responsibilities

Math School Improvement Plan leader. Participates in professional development to support math instruction on campus. Utilizes classroom as a space for teacher professional development. Supports

family engagement. Monitors steps toward proficiency in relation to school improvement goals for math.

Leadership Team Member #9

Employee's Name

Michelle Saari

Position Title

Kindergarten Teacher

Job Duties and Responsibilities

Job responsibilities and duties include kindergarten classroom teacher. Kindergarten team leader. Teacher leader who focuses on professional development and implementation of science of reading and primary interventions that differentiate to meet needs of diverse learners. Collaborates with faculty and families to create a welcoming school climate/culture. Leads school wide initiatives to support literacy.

Leadership Team Member #10

Employee's Name

Megan Leikam

Position Title

Intermediate ASD Teacher

Job Duties and Responsibilities

Duties and responsibilities include classroom teacher in autism unit. ASD team leader. Leads the work of creating an inclusive and safe environment for students with disabilities. Facilitates family engagement opportunities for exceptional students. Focuses on monitoring data for school improvement in students with disabilities subgroup.

Leadership Team Member #11

Employee's Name

Kathy Koukoulos

Position Title

Behavior Specialist

Job Duties and Responsibilities

Job duties include being responsible for Tier 1 behavior data and monitoring Tier 1 school wide behavior processes, incentives and implementation of plan. Monitors Tier 2 and Tier 3 behavior. Facilitates the FBA/PBIP process. Provides behavior supports, social skills, and sensory supports for

students with autism. Provides support to teachers. Collaborates with families to ensure success in school.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Throughout the school year the school improvement plan is reviewed, discussed and monitored by staff during school improvement plan meetings. This review includes the review of implementation of action steps and outcome data. The school improvement plan is shared with the SAC (School Advisory Committee) during meetings throughout the year to get input on the plan. Student and family data is received from the annual stakeholder survey. This data is shared with and reviewed by school staff and SAC committee.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be reviewed during scheduled SIP meeting with faculty. During these meetings specific goals will be discussed and data will be reviewed. Staff will be involved in ongoing data chats that support the work of the SIP. Individual student data is reviewed with teachers during their individual data chats. Intentional tracking of students in ESSA subgroups will be focused on. Review of cycle data will take place to determine the impact of student achievement. The School Based Leadership Team will monitor Tier 2 and Tier 3 data to measure impact of interventions. All data is communicated to and discussed with teachers.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	47.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	94.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	19	19	24	20	13	0	0	0	96
One or more suspensions	0	1	0	0	1	1	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	1	2	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	6	12	30	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	6	6	21	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	5	4	8	0	0	0	17

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	3	3	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	2	21	28	19	11	21				102
One or more suspensions					1					1
Course failure in ELA				4		3				7
Course failure in Math				7	2					9
Level 1 on statewide ELA assessment				7	18	22				47
Level 1 on statewide Math assessment				6	11	18				35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				2						63

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				5	5	12				22

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1		2	4						7
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	56			57	54	53	56	55	56
ELA Grade 3 Achievement **	62			57	54	53			
ELA Learning Gains	59						64		
ELA Learning Gains Lowest 25%	58						52		
Math Achievement *	74			70	61	59	67	51	50
Math Learning Gains	72						70		
Math Learning Gains Lowest 25%	52						50		
Science Achievement *	71			69	62	54	54	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	53			64	64	59	79		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	570
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
63%	66%	62%	52%		54%	53%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	53%	No		
Black/African American Students	41%	No		
Hispanic Students	59%	No		
Multiracial Students	71%	No		
White Students	67%	No		
Economically Disadvantaged Students	58%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	4	
English Language Learners	64%	No		
Black/African American Students	32%	Yes	4	
Hispanic Students	65%	No		
Multiracial Students	68%	No		
White Students	70%	No		
Economically Disadvantaged Students	59%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	54%	No		
Native American Students				
Asian Students	78%	No		
Black/African American Students	36%	Yes	3	
Hispanic Students	58%	No		
Multiracial Students	67%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	56%	62%	59%	58%	74%	72%	52%	71%					53%
Students With Disabilities	22%	38%	36%	46%	46%	48%	43%						64%
English Language Learners	35%	43%	53%	56%	60%	73%	54%	40%					66%
Black/African American Students	33%		36%		50%	45%							
Hispanic Students	57%	74%	52%	43%	74%	74%	54%	50%					57%
Multiracial Students	68%		64%		79%	73%							
White Students	56%	55%	62%	65%	75%	73%	52%	88%					74%
Economically Disadvantaged Students	50%	56%	51%	50%	66%	68%	55%	60%					69%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	57%	57%			70%			69%					64%
Students With Disabilities	15%	16%			36%								77%
English Language Learners	52%	46%			70%			77%					75%
Black/African American Students	24%				39%								
Hispanic Students	56%	61%			69%			68%					71%
Multiracial Students	59%				76%								
White Students	61%	56%			74%			78%					80%
Economically Disadvantaged Students	47%	45%			59%			64%					79%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	56%		64%	52%	67%	70%	50%	54%					79%
Students With Disabilities	16%		52%	53%	26%	18%	13%	23%					91%
English Language Learners	47%		56%	60%	58%	52%	50%	31%					79%
Native American Students													
Asian Students	82%				73%								
Black/African American Students	22%		58%		26%	62%		10%					
Hispanic Students	48%		58%	56%	58%	63%	50%	47%					80%
Multiracial Students	58%				75%								
Pacific Islander Students													
White Students	64%		68%	44%	77%	76%	43%	63%					
Economically Disadvantaged Students	46%		65%	61%	56%	64%	48%	38%					78%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

School wide data increased in grade levels 3-5 in English Language Arts, Math, and Science. There was a large growth in 3rd grade proficiency. This year we implemented a tighter focus on benchmark proficiency. Third grade teachers used pop up groups to differentiate instruction. Science showed growth again this year in fifth grade. Teachers continued to focus on assessment data to track student knowledge of standards. There was a major focus on vocabulary. Math data also increased over all. Focus on differentiation of skills and tighter use of achievement level descriptors.

Lowest Performance

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

English Language Arts performance in fourth grade showed a decline from previous year performance. This could be due to depth of background knowledge and reading stamina for focus on passages and questions over an extended time frame. As a school English Language Arts is a lower performing content area so a focus on improving differentiation, vertical knowledge of grade level standards and focus on intentional and rigorous engagement could be reasons why scholars are not performing at grade level. ESSA subgroups did not reach proficiency expectations. While there was growth seen in learning gains we are not at the level of proficiency needed for scholars.

Greatest Decline

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

The greatest decline was seen in the fourth grade reading proficiency levels and gains. Effective use of differentiation, use of formative assessments or access to more challenging grade level text.

Greatest Gap

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.

Fourth grade reading had the biggest gap when compared to the state. The cohort did not perform with the level of proficiency or learning gains that was expected. The factor that may contribute to this

outcome data is lack of differentiation to support students that were already above proficiency levels. These students dropped from levels 3 and 4 to below level 3. Additional the stamina to maintain focus on rigorous text, gaps in background knowledge.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students with significant reading deficiencies is a concern across all grade levels. Attendance rates while showed increases this school year, are still an area that we need to focus on to ensure students are in school learning.

Highest Priorities

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

1. Increase reading proficiency across all grade levels.
2. Maintain and/or improve math proficiency rates with a tighter focus on the math L25 group.
3. Increase proficiency rates of black students and students with disabilities and English language learners.
4. Support students with attendance issues in the 10-20% absence range.
5. Support primary students with reading foundational skills.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Differentiation, ELA, Math, Science, Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This area of focus has been chosen to support the increase of student achievement in English Language Arts, Math, and Science. It was determined based on data review of Star Early Literacy, Star Reading, FAST Math and ELA, and Science assessment. The goal is to authentically engage students in content that is differentiated to various needs of students. Teachers create a student-centered classroom, by utilizing district curricular materials to create a common foundation that leads to deep learning by activating prior knowledge, increasing authentic engagement and rigorous expectations for all students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Grades 3-5 ELA proficiency will increase from 58% to 68% by May 2025 by the FAST test. Third grade reading proficiency will increase from 65% to 70% proficiency by May 2025 as measured by the FAST test. Grades 3-5 math proficiency will increase from 75% to 80% by May 2025 as measured by the FAST test. Grade 5 science proficiency will increase from 73% to 78% by May 2025 as measured by Florida Science Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored by administrator walk through plan that uses observation tool and feedback to look for instructional patterns, authentic student engagement. Using school based administrator walk-through tool to focus on instructional strategies, engagement strategies, implementation of MTRs, and standards based instruction. Monitoring will take place by using ongoing progress monitoring data, ELFAC data, FAST and STAR cycle data.

Person responsible for monitoring outcome

Holly Del Duca

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Cognitive Engagement with Content. 2. Implement tasks that promote reasoning, understanding and problem solving: Formative Assessment and Feedback.

Rationale:

1. As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated. 2. By shifting from Routine tasks to Reasoning tasks, students are engaged in high-cognitive-demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014) 3. The purpose of feedback is to help the learner get from where he is currently to where he needs to be. Based on his research, Hattie defines feedback as "information provided by an a teacher, a peer, a book, etc. about aspects of a student's (or teacher's) performance or understanding." Once the learner receives that feedback, he then has two options: work harder/change something so that he can reach the goal or lower the expectations about the goal. This is one reason why setting realistic goals in the first place is so important. Student assessment is not just important feedback for learners but is even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood, methods were appropriate and media helpful. Formative assessment checks throughout a unit, the use of a mini assessments midway or a summative assessment at the end of the unit will provide the teacher information to help evaluate the teaching and learning of content.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Practice/Instructional Feedback

Person Monitoring:

Holly Del Duca, Carlie Stach

By When/Frequency:

Ongoing and ending May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

1. Utilize the ELA walk through tool, the MTR Walkthrough Tool or other tools to provide weekly feedback to individual teachers, highlight and communicate evidence-based practices that are impacting student achievement with the entire staff. (ELA, Math, Science) Monitored through administrator walk through and lesson observation. 2. Provide support and feedback focused on explicit, systematic and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction. (ELA) Monitored using walk through and lesson observation data.

Action Step #2

Instructional Practice- ELA/Foundational Skills

Person Monitoring:

Carlie Stach

By When/Frequency:

Ongoing and ending May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Ensure teachers integrate phonological awareness, phonics, word study, spelling, fluency, vocabulary and text comprehension strategies into explicit reading instruction. (ELA) Monitored through data chats/walk through. 2. ELA Champions support others in implementing new curriculum materials to maximize impact on student learning and engage in classroom learning walks, observations and school based teacher led professional development.

Action Step #3

Instructional Strategies for Engagement and Feedback

Person Monitoring:

Holly Del Duca

By When/Frequency:

ongoing and through May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Prioritize engaging students in immense amounts of reading, writing, discussion with high quality feedback using appropriate leveled text and allow opportunities to use the feedback. (ELA, Science, Math) Monitored in planning, walk through, student questioning. 2. Utilize multiple forms of formative assessment and use the district data PLC protocol to create a plan to utilize differentiated resources to inform instruction. Monitored during data chats. 3. Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating success. (ELA, Math, Science) Monitor through data chats, observation of data walls. 4. Provide all students with consistent opportunities to engage in complex, grade level content and activities aligned to the rigor of the standards/benchmarks, in which students are the individuals doing the work of the lesson. 5. Use multiple forms of assessments including exit tickets, formative assessments, district assessments.

Action Step #4

Math and Science Leadership

Person Monitoring:

Holly Del Duca

By When/Frequency:

ongoing and through May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Actively participate in the Math and Science Teacher Leadership Institute (MAST) as a school team to engage in professional learning and conversations around the common goal of developing strategic school based teams to enhance school culture and student learning outcomes in math and

science. (Math, Science) 2. Employ instructional practices and routines that promote student centered learning, higher order questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate Routine, Number Sense Routines, Collaborative Structures, High Quality Feedback, and opportunities to use feedback. (Math) Monitored during administrative walk through.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning, ELA, Math, Professional Learning, Professional Learning Communities, Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This area of focus has been determined based on the need to deepen the understanding of benchmarks and standards in and across grade levels. To ensure that teachers are exposed to opportunities to engage in professional development that focuses on high yield strategies, opportunities to develop teacher leaders and model/exemplar classrooms that produce academic growth. Additionally a focus on this area will provide opportunity for teachers to collaborate on student data outcomes, planning for differentiation and a school culture of high expectations.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Grades 3-5 ELA proficiency will increase from 58% to 68% by May 2025 by the FAST test. Third grade reading proficiency will increase from 65% to 70% proficiency by May 2025 as measured by the FAST test. Grades 3-5 math proficiency will increase from 75% to 80% by May 2025 as measured by the FAST test. Grade 5 science proficiency will increase from 73% to 78% by May 2025 as measured by Florida Science Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored by administrator walk through plan that uses observation tool and feedback to look for instructional patterns, authentic student engagement. Use school based administrator walk-through tool to focus on instructional strategies, engagement strategies, implementation of MTRs, and standards based instruction. Monitoring will take place by using ongoing progress monitoring data, ELFAC data, FAST and STAR cycle data. Monitoring will also take place by administrator collaborating in, observing and co-facilitating PLC, School-based trainings/learning walks/observations and Plumb Wide Trainings.

Person responsible for monitoring outcome

Holly Del Duca

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Cognitive Engagement with Content 2. Teacher Clarity 3. Formative Assessment and corrective feedback

Rationale:

Professional development that includes opportunities for collaboration and reflection improves the impact of training in startling ways. Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teachers to work together and learn from one another while planning lessons jointly and observing each other teaching. Professional learning needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. This is part of the long-term process of continual improvement. This in-class professional learning is a hallmark of effective professional learning, allowing teachers to put knowledge into action.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Planning and Professional Development

Person Monitoring:

Holly Del Duca/Carlie Stach

By When/Frequency:

Frequency: Ongoing and completed by May 2025.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers and administrators engage in just in time training for ELA, Math and Science. 2. Teachers and administrators participate in ELA Champions and MAST to build teacher leadership across the campus and impact instruction. 3. Teachers and administrators during collaborative planning that occurs within school hours or after school planning sessions engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support big ideas of science, backwards planning in ELA/Math and create lessons that are designed to support students differentiated needs. 4. Plan lessons in math, science and ELA with teacher clarity in mind. What are students learning, (Benchmark- aligned target) Why do students need/want to learn this? What do students need to be able to demonstrate to show success? (Success criteria). Ensure that

strategic decisions are made to maximize impact on student learning, materials management, and use of collaborative structures for high-level engagement tasks. 5. Use multiple forms of assessment and district data protocols to plan for instruction and monitor student progress. 6. Continue to deepen understanding of BEST ELA standards, Gold Documents, Pop up Padlets, Power Benchmarks, MTRs, Math Standard and Science standards in grade level and through vertical articulation. 7. Increase teacher knowledge of the science of reading.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ESSA subgroup proficiency demonstrates a gap based on end of year data. Students may be experiencing a lack of background knowledge that impacts academic achievement. Attendance and participation in extended learning are also observed barriers for students in ESSA subgroups. A focus on strengthening school culture/climate, motivation for attendance and participation in academic learning is needed to ensure a high level of engagement of all students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Black student data in ELA will increase from 32% to 41% or higher based on FAST data May 2025.
Black student data in Science will increase from 17% in to 41% or higher based on FAST data May 2025.

ELL student data in ELA will increase from 20% to 41% or higher based on FAST data May 2025.

ELL student data in Math will increase from 39% to 41% or higher based on FAST data May 2025.

ESE student data in ELA will increase from 20% to 41% or higher based on FAST data May 2025.

ELL student data in science will increase from 18% to 41% or higher based on FAST data May 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored using an excel data sheet that is shared with teacher and administration to monitor progress, support data discussions. Students will also be monitored in SBLT and MTSS meetings. Administration walk through observation data will be used to monitor student engagement.

Person responsible for monitoring outcome

Holly Del Duca

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Creating systems of support for all students.

Rationale:

As schools become more organized and focused on developing their philosophy and a system of support for delivering services and instruction to students in ESSA subgroups, they will see remarkable and positive changes in student performance and sense of belonging. Additionally there will be positive changes in the ability and capacity of staff to service all students in effective ways.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Creating Systems of Support

Person Monitoring:

Holly Del Duca

By When/Frequency:

Ongoing with completion by May 2025.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports as well as for advanced students. 2. Provide mentors for students who would benefit from additional support with instruction, academic celebrations or academic accountability. 3. Provide opportunity for ELL and ESE teachers to plan and collaborate with gen ed teachers. 4. Provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking.

Action Step #2

Individual Supports

Person Monitoring:

Carlie Stach

By When/Frequency:

ongoing and through May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Ensure students have appropriate accommodations so support unique needs for ESE and/or ELL students. 2. Use multiple forms of data to design instruction and progress monitoring that aligns with

the students IEP goals. (ESE) 3. Monitor the use of appropriate practices and scaffolding to ensure students' needs are met. (ESE) 4. Participate in professional development associated with using multi-sensory, direct, explicit way of teaching. (ESE)

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Grades K-2: Instructional Practice specifically relating to Reading/ELA

No Answer Entered

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This area of focus was identified based on the 2023-2024 FAST proficiency rate of students in 4th grade. This area of focus is important to focus on professional development of ELA teachers to ensure that gaps in foundational reading skills and comprehension skills can be closed.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

- Formative Assessment and corrective feedback
- Professional development to strengthen understanding of BEST standards and science of reading.
- Scaffolded Instruction

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

Students in grade 4 will increase ELA proficiency levels to 60% on the FAST ELA test by May 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored by instructional walk throughs and data chats focused on various data points.

Person responsible for monitoring outcome

Holly Del Duca

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Assessments

Person Monitoring:

Del Duca

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop a structure for ongoing formative assessment that is used to determine where instruction should be modified to meet the individual needs.

Action Step #2

Professional Learning

Person Monitoring:

Del Duca

By When/Frequency:

Ongoing and concluding May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning Communities (PLCs) are guided by using assessment data. These meetings are ongoing, interactive, collaborative, and provide teachers with time to plan instruction, review data, and deepen understanding of reading foundational skills and reading comprehension skills. School based ELA Champions provide training to teachers that focus on content engagement, assessment and differentiated planning to meet the levels of all students.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The school PBIS system is critical for structure and safe learning environments. It also supports increase in attendance and academics because students want to attend school and want to be a part of the teaching and learning process. Plumb continues to fine tune and elevate our school culture and climate by reviewing data, stakeholder feedback and student outcomes for academics, behavior, and attendance. The comprehensive PBIS plan and attendance plan is shared with all stakeholders. By establishing a positive climate in classrooms, across the campus and with families we are able to focus on learning. The administrative team is visible and accessible to all stakeholders. We make collaboration a priority so that students can learn from mistakes, students can engage in restorative conversations, and are able to achieve growth both academically and socially. Plumb has five Guidelines for Success. These are taught and reviewed through out the year. Classroom and school expectations align to these guidelines to provide structure and community across the campus. The plan is shared with families through documentation, at school events and during restorative sessions. Administrative walk throughs help to monitor implementation of PBIS in action and also review of behavior and attendance data occurs each month and provides opportunity for discussion and action planning. Another part of this work is collaboration with families and that is an area we are continuing to focus on to strengthen relationships with all stakeholders to support positive behavior and academic achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Parent conferences will be held with 85% or more of families.

Increase attendance rate to 95%.

Maintain silver or higher PBIS status for the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus will be monitored by using the PBIS tiered walk through form. It will be monitored by using STOIC walk through data. School based leadership team will use behavior data from school incident reports, school referrals and the tracking of the use of PBIS incentives to check for consistent implementation of guidelines for success. Surveys such as the SAM, BOQ, and TFI-RP will be used to monitor implementation feedback and provide a structure for continual improvement. A tracking tool for parent conferences will be used through out the school year.

Person responsible for monitoring outcome

Carlie Stach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Implementation of PBIS (Positive Behavior Intervention Systems) Implementation of CHAMP to support classroom structure. Implementation of Restorative Practices Training building positive home/school connections Focus on attendance strategies/action plan.

Rationale:

These strategies are aligned to best practices and are supported by the work/trainings that staff engage in with the district. These strategies will support the development and strengthening of school climate and culture and family engagement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Positive School Culture and Climate

Person Monitoring:

Holly Del Duca

By When/Frequency:

This goal will be monitored throughout the school year with expected achievement by May 2025.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop and implement a PBIS, Attendance and Parent Engagement plan that supports student academic growth. 1. Conduct campus walk throughs biweekly to monitor implementation of PBIS plan and review data with administration. 2. Implement and lead professional development for teachers and lessons for students regarding the school wide PBIS plan and guidelines for success. Monitoring will be based on student incident reports and referral data. 3. Work collaboratively with all stakeholders to build relationships and participation in school wide events and conferences. This will be monitored by tracking attendance. 4. Collect and analyze attendance data, implement positive attendance plan to support improved attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

We provide all documents via our website, Facebook, and at our school lobby. In addition, we share the documents at our annual Title 1 Meetings and out PTA and SAC events. The documents are provided in two other languages for our ESOL parents in our school lobby as well. Our school website is <https://www.pcsb.org/plumb-e>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Our school website is <https://www.pcsb.org/plumb-es>

We have a family night and day events throughout the year for students, parents, grandparents and other family members. Some of our family events are to celebrate scholar success in academics. Some events are to help families learn how to support their scholars at home. The events that we host focus on English Language Arts, Science, Math, Student Led Conferences, Chorus and performing arts. We also held events for our English Language Learner families. We hosted student led data chats for all grade levels and our Open House and meet the teacher events. Some of our events are tied into our PTA. Spooky Story Night where we host a book fair, provide read alouds and family fun to engage our school community. Our annual Funfest where we host a science fair,

concerts and art activities.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

We have developed an instructional playbook which builds on our school-wide common language of expectations that align to our SIP. The five categories include: conditions for learning, community building, content planning, instructional practices, assessment and feedback.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

We have a full time psychologist, social worker, behavior specialists, and school counselor who work as team with administration to identify scholars who need more mental health, behavior support, social skills, and mentoring services. We provide school employee mentors if scholars need it for academic purposes, but we also offer community mentors to support our scholars. Our student services team all provide 1:1 and/or small group support based on scholar need through the implementation of social skills groups, check in/check outs, and break cards.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

We have a comprehensive PBIS plan. Staff, scholars, and their families are all trained on our PBIS processes. We also have a behavior team that addresses behavioral issues. Behavior data is used to define which scholars need Tier 2 or Tier 3 services. When this is determined students are monitored through the MTSS process. The MTSS team uses a problem solving worksheet as needed based on data. The team meets monthly.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

We have weekly PLC's for grade level teams that follow a cyclical process that uses student data to problem solve, develop an action plan, monitor and assess for results. The data used ranges from formative assessments to summative assessments. Monthly staff meetings are used to provide professional development that aligns to our school improvement plan. We provide training from our teacher leaders through school based training, classroom fishbowl observations and school learning walks. We request district support from coaches based on grade level or content needs.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

We have one Pre-K 3, two Blended VPK, and one two CDA Model VPK classrooms on our campus. They are all a part of our school community and attend all of our family events. They have support from a district Pre-K literacy coach as well as support from the district Pre-K team. We host a Ready, Set Kindergarten family night in January/February to give families the information they need to register their child for kindergarten.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00