

Pinellas County Schools

PLUMB ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Mission: Academic and Personal Growth for Each Scholar

Provide the school's vision statement

Vision: 100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

delducah@pcsb.org

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 all 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

stachc@pcsb.org

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. Ensure that each student makes a year's learning gain.

Leadership Team Member #3

Employee's Name

Kimberly Houtz

houtzk@pcsb.org

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. Ms. Houtz supports the goals of school behavior, culture and climate and academics.

Leadership Team Member #4

Employee's Name

Stephanie Perri

perris@pcsb.org

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

Classroom teacher who leads the work of intermediate ELA. She is an ELA Champion and within this role guides her team in planning, collaboration and support of achievement. She leads the intermediate work of ELA by being the lead representative for the ELA school improvement goal. Her leadership impacts the goals and work of closing the gap for ESSA subgroups.

Leadership Team Member #5**Employee's Name**

Jordan Militello

militelloj@pcsb.org

Position Title

1st Grade Teacher

Job Duties and Responsibilities

Classroom teacher who leads the work of primary ELA. She is an ELA Champion and within this role guides her team in planning, collaboration and support of achievement. She co-leads the intermediate work of ELA by being the lead representative for the ELA school improvement goal. Her leadership impacts the goals and work of closing the gap for ESSA subgroups.

Leadership Team Member #6**Employee's Name**

Kathy Kourkoulos

kourkoulosk@psb.org

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 school wide PBIS plan. Monitors Tier 2 and Tier 3 behavior. Facilitates the FBA process. Provides behavior supports, social skills, and sensory supports for students with autism. Provides support and professional development related to behavior to teachers. Collaborates with families to ensure success in school.

Leadership Team Member #7

Employee's Name

Michelle Saari

saarim@pcsb.org

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 #8

Employee's Name

Lauren Hipsley

hipsleyl@pcsb.org

Position Title

4th Grade Teacher

Job Duties and Responsibilities

Math School Improvement Plan leader. Participates in professional development to support math instruction on campus. Lead facilitator for MAST (math, science, technology) Utilizes classroom as a space for teacher professional development by being a math model classroom. Supports family engagement. Monitors steps toward proficiency in relation to school improvement goals for math.

Leadership Team Member #9

Employee's Name

Jennie Donahay

donahayj@pcsb.org

Position Title

1st Grade Teacher

Job Duties and Responsibilities

First grade teacher. Lead facilitator for MAST team-(Math, Science, Technology). Leads professional

development to support primary science and math. Science SIP leader for school. Supports monitoring data and progression towards goals.

Leadership Team Member #10

Employee's Name

Shelby Leptrone

leptrones@pcsb.org

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

Shelby is a lead supporter for family engagement to ensure events are impactful in supporting student achievement. Shelby leads the family engagement school improvement plan team. She supports staff by being involved in all family engagement activities.

Leadership Team Member #11

Employee's Name

Renay Aubel

aubelr@pcsb.org

Position Title

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 #12

Employee's Name

Danielle House

housed@pcsb.org

Position Title

Library Media Specialist

Job Duties and Responsibilities

Ensures students and staff are supported with technology and media. Focuses on providing

professional development for teachers to use 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

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 preschool planning and 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 and provide updates on progression towards goals. Student and family data is received from the annual stakeholder survey. This data is shared with and reviewed by school staff and SAC committee.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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 based on this work adjustment will be made. 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. Based on feedback during SIP reviews updates will be made to the action plan. A midyear update will take place after

PM2 testing cycle. School progress will be shared in back to school information (SIP one pager), state of school message and during SAC meetings.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	94.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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) ASIAN STUDENTS (ASN) 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>	2024-25: A 2023-24: A 2022-23: A 2021-22: B 2020-21: C

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	75	103	103	100	101	94	0	0	0	576
Absent 10% or more school days	1	15	17	16	17	10	0	0	0	76
One or more suspensions	0	0	2	1	0	0	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	0	1	1	0	0	0	2
Course failure in Math	0	0	0	0	2	0	0	0	0	2
Level 1 on statewide ELA assessment	0	1	17	39	17	0	0	0	0	74
Level 1 on statewide Math assessment	1	13	13	28	7	11	0	0	0	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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 2025-26

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	1	1	8	12	7	12	0	0	0	41

Current Year 2025-26

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	1	8	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) 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	1	19	19	24	20	13				96
One or more suspensions		1			1	1				3
Course failure in English Language Arts (ELA)				1	2					3
Course failure in Math										0
Level 1 on statewide ELA assessment				6	12	30				48
Level 1 on statewide Math assessment				6	6	21				33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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

Prior Year (2024-25) 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	4	8				17

Prior Year (2024-25) 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		3	3						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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	67	64	59	56	61	57	57	54	53
Grade 3 ELA Achievement	70	67	59	62	63	58	57	54	53
ELA Learning Gains	71	62	60	59	64	60			
ELA Lowest 25th Percentile	69	59	56	58	62	57			
Math Achievement*	79	69	64	74	66	62	70	61	59
Math Learning Gains	72	67	63	72	68	62			
Math Lowest 25th Percentile	60	56	51	52	58	52			
Science Achievement	75	70	58	71	69	57	69	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	69	67	63	66	65	61	64	64	59

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	632
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
70%	63%	66%	62%	52%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	48%	No		
English Language Learners	55%	No		
Asian Students	85%	No		
Black/African American Students	63%	No		
Hispanic Students	63%	No		
Multiracial Students	76%	No		
White Students	74%	No		
Economically Disadvantaged Students	67%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	67%	70%	71%	69%	79%	72%	60%	75%					69%
Students With Disabilities	35%	38%	57%	60%	54%	57%	46%	38%					50%
English Language Learners	49%	33%	60%	55%	64%	70%	47%	52%					69%
Asian Students	80%				90%								
Black/African American Students	50%				75%								
Hispanic Students	59%	54%	65%	56%	72%	72%	59%	69%					63%
Multiracial Students	78%		68%		85%	72%							
White Students	70%	75%	75%	74%	80%	72%	58%	76%					85%
Economically Disadvantaged Students	62%	68%	67%	68%	76%	67%	59%	69%					66%

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%					66%
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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	65%	2%	57%	10%
ELA	4	64%	62%	2%	56%	8%
ELA	5	59%	61%	-2%	56%	3%
Math	3	80%	68%	12%	63%	17%
Math	4	74%	68%	6%	62%	12%
Math	5	71%	65%	6%	57%	14%
Science	5	69%	67%	2%	55%	14%

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. The greatest growth was made in grades 3-5 ELA. There was also a large growth in 3rd grade proficiency. This year we had a focus on monitoring academic growth to ensure supports were in place for all learners, meaning we differentiated instruction to meet the needs of all learners. We focused on collaborative planning so that a deep understanding of benchmarks/standards supported planning and instruction. We continued to implement a tight focus on benchmark proficiency and had continuous cycle of monitoring student data. Third grade teachers continued to use pop up group lessons to differentiate instruction, these types of lessons were also used 4th and 5th grade classrooms. There was a large shift of student accountability for learning through data chats and goal setting based on the monitoring and feedback plans that teachers used. ELA growth was demonstrated in our learning gains too and this is in response to the tight monitoring of data. Science showed growth again this year in fifth grade by focusing on student centered learning opportunities. Teachers continued to focus on assessment data to track student knowledge of standards. There was a major focus on vocabulary. Math data also increased. Focus on differentiation of skills and tighter use of achievement level descriptors for planning and formative assessing students. There has been a focus on foundational skills in primary which is supporting reading achievement across the school.

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 fifth grade was the lowest performing group; this cohort was the lowest performing group when in fourth grade. While proficiency was not at our goal of 70% students did demonstrate learning gains. This could be due to depth of background knowledge and reading stamina for focus on passages and questions over an extended time frame. English Language Arts has been an area for growth and the impact of consistent focus on high yield strategies, planning and monitoring that we have been using is beginning to have great impact on achievement. Our SWD subgroup demonstrates a gap in achievement. This could be based on consistent engagement in lessons based on background knowledge, active discussions, or strategies for deepening understanding. This trend has been consistent and while there is evidence of learning

gains, it is not at the level of impacting proficiency, which is the goal.

Greatest Decline

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

While there were not any areas that declined, the area that has the lowest percentage of proficiency is students with disabilities. Ensuring that students are closing gaps in learning and accessing continuity with grade level text could be a contributing factor to this lower achievement., Active engagement in classroom discussions, and gaps in background knowledge could also be contributing factors to the lower percentage of proficiency in this group.

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.

While there were not any areas that declined, the area that has the lowest percentage of proficiency is students with disabilities. Ensuring that students are closing gaps in learning and accessing continuity with grade level text could be a contributing factor to this lower achievement., Active engagement in classroom discussions, and gaps in background knowledge could also be contributing factors to the lower percentage of proficiency in this group.

EWS Areas of Concern

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

Based on review of the early warning indicator areas of concern there are two areas that we will focus on. The first area is the number of level 1 students in ELA. The second area is the number of students who miss 10% or more of school in grades K-5.

Highest Priorities

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

1. Maintain/Increase reading proficiency across all grade levels.
2. Support primary students with reading foundational skills.
3. Increase proficiency rates for students with disabilities.
4. Maintain and/or improve math proficiency rates with a continued focus on the math L25 group.
5. Increase/maintain proficiency rates of black students and English language learners.

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, ELA, Math, Professional Learning, Science, Student Engagement

Area of Focus Description and Rationale

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.

When teachers become more skilled in understanding the Florida BEST ELA Standards, Math Benchmarks and Science standards they will gain clarity for instruction and will be able to increase rigor by using writing instruction and higher order questioning. Through professional development teachers will be able to ensure that writing instruction and higher order questioning in the ELA, science and math blocks is planned for and implemented according to evidence-based principles. When provided higher order questions students will increase their ability to process and understand new content and understand content at deeper levels of complexity. Additionally, the goal is to authentically engage students in thinking through writing about reading and writing across the content areas and all grade levels. Use higher level questioning and student discourse and collaboration to increase authentic engagement. This area of focus has been identified as it is a next step to increasing critical thinking skills for all students. This area of focus has been chosen to support an 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 data. Student achievement in all three content areas continues to improve, and it is critical to provide ongoing development in instructional practices that enable students to deepen their thinking and build strong foundations for reading, written communication and problem solving.

Measurable Outcome

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 68% to 75% by May 2026 as measured by FAST test. Third grade reading proficiency will increase from 70% to 75% proficiency by May 2026 as measured by the FAST test. Grades 3-5 Math proficiency will increase from 79% to 80% by May 2026 as measured by the FAST test. Grade 5 Science proficiency will increase from 74% to 75% by May 2026 as measured by Florida Science Assessment. ELA and math learning gains will increase to 75%. ELA

and math L25 learning gains will increase to 75%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored by administrator walk through plan that uses an observation tool for data collection to look for instructional patterns in ELA. The ELA walkthrough tool, MTR (mathematical thinking and reasoning tool and school-based administrator walk through tool will be used to monitor use of effective instructional strategies and authentic student engagement. Ongoing data chats will take place to monitor student progress toward achievement various data sources such as ELFAC data, FAST and STAR cycle data, and unit assessments.

Person responsible for monitoring outcome

Holly Del Duca

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Cognitive Engagement with Content: Write to Learn

Rationale:

By engaging in explicit writing instruction students will increase opportunity to deepen learning by requiring students to retrieve knowledge from long term memory and create written responses that demonstrate understanding. Using writing across content areas will sharpen a student's ability of connecting the importance of writing across all learning. By shifting from routine tasks to reasoning tasks in math, students are engaged in higher cognitive tasks with multiple solution pathways. Writing in response to the reasoning tasks will provide opportunity for students to explain their thinking and extend their thinking to support understanding, class discussions and self-reflection/questioning. Effective teaching of mathematics that connects writing to explain thinking engages students in solving and discussing tasks that promote stronger levels of mathematical reasoning and problem solving. In science using higher order questioning and writing will engage in cognitively complex tasks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Cognitive Engagement with Content: Explicit and Systematic Instruction that includes higher order questioning, academic discourse.

Rationale:

Explicit instructional practice for students learning new content will have clear explanation, teacher

modeling, worked examples, and corrective feedback. Direct and explicit instruction in reading is efficient and effective. In mathematics effective teaching engages students in making strong mathematical representations to deepen understanding of math concepts and procedures and tools that support problem solving. Facilitating discussion in ELA, math, and science will support students in deepening their understanding and will focus on ensuring all students have the ability to gain access to the curriculum. Using systematic processes for monitoring and providing feedback will enable teachers to provide on the spot adjustments to instruction and scaffolding. Providing supports for students to participate in class discussions will open the active engagement to all learners. As teachers become more skilled in using higher order questioning, they will see remarkable changes in students' abilities to process and understand new content because they are able to think critically and process content to higher levels of complexity. Teachers will be able to build skills to enable students to increase their ability to self-question and write their own questions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Use systems of intentional monitoring with feedback to support student learning across all content areas.

Rationale:

By using monitoring tools during whole group instruction, group work and independent work, teachers will be able to support student achievement with systematic and structured support and feedback. By monitoring student progress teachers can make on the spot decisions to support differentiated support in the classroom and provide intentional and timely feedback.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Provide clear, direct, and explicit instruction in writing in ELA, math, and science.

Person Monitoring:

Holly Del Duca

By When/Frequency:

May 2026/Ongoing

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

1. Implement a clear, coherent, and evidenced based method of writing instruction across all grade levels can increase the critical thinking and processing of information. 2. Engage teachers in professional development on explicit writing instruction. 3. Provide opportunities for observing writing instruction in model classrooms. 4. Provide feedback on writing instruction using the walkthrough tool for ELA. Study student writing work during PLC to monitor implementation and growth of writing across content areas.

Action Step #2

Pose purposeful questions and opportunities for response to deepen understanding of content in ELA, math, and science.

Person Monitoring:

Del Duca

By When/Frequency:

May 2026/Ongoing

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

1. Professional development for teachers on the use of conversation moves that increase student discourse. 2. Professional development for teachers on using higher order questions to deepen understanding of content. 3. Administration will monitor the implementation of questioning and talk moves across ELA, math, and science.

Action Step #3

Use a consistent and intentional system of monitoring and feedback to students that is timely, corrective and provides acknowledgement of progress in ELA, math, and science.

Person Monitoring:

Carlie Stach

By When/Frequency:

May 2026/ongoing

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

1. Use monitoring tools to observe students during independent and collaborative work to provide timely and intentional feedback. 2. Use monitoring tool to make ongoing adjustments to small group instruction, reteach opportunities and progress towards goals. 3. This will be monitored by using administrator walk through tool and through PLC data chats.

Action Step #4

Use consistent and effective questioning to deepen student understanding of content in ELA, math, and science.

Person Monitoring:

Holly Del Duca

By When/Frequency:

May 2026/ongoing

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

When students are engaged in opportunities to engage in questioning, conversation and collaboration they have the opportunity to deepen their understanding of the content. The teacher is able to provide formative feedback and observe student level of understanding. According to Hattie classroom discussion has an 0.82 effect size. Classroom discussion is a method of instruction that turns the work of the lesson from lecturing to discussion. With good questioning classroom discussion increases. It is an opportunity to enhance student-centered rich conversations around the standard/ learning targets and allows students to analyze and apply learning through thinking, discussion and questioning.

Action Step #5

Implement intentional monitoring systems and provide feedback to support student achievement.

Person Monitoring:

Holly Del Duca

By When/Frequency:

May 2026/Ongoing

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

1. Provide monitoring support documents to teachers to use in classrooms. 2. Use data from monitoring tools to support differentiation of instruction. 3. Engage in learning walks so that teachers can see lead teachers implementing the use of monitoring tools.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation, ELA, Intervention

Area of Focus Description and Rationale

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.

Focus on K-2 teachers and instruction where acceleration can occur at greater rates by using resources are used in an equitable manner, professional development occurs, and teachers are provided feedback on instructional strategies. in foundational skills and classroom discourse.

Measurable Outcome

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.

Increase STAR ELA proficiency to 70% in grades Kindergarten through second by May 2026 as measured by STAR Early Literacy and STAR reading.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will take place through administrative walk throughs in primary classrooms. Monitoring will take place by reviewing student data.

Person responsible for monitoring outcome

Holly Del Duca and Carlie Stach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teach students to decode words, analyze words parts, and recognize words. Provide print rich, explicit, systematic, and scaffolded instruction.

Rationale:

To develop literacy, students need instruction both in foundational reading skills and reading comprehension skills. Using evidenced based strategies and action steps will enable students to read words, connect to oral language and continue to read with accuracy and fluency to gain understanding.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development with foundational reading.

Person Monitoring:

Del Duca

By When/Frequency:

May 2026/ongoing

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

Teachers will engage in ongoing professional development on foundational instructional strategies. This will be monitored by completing walkthrough observations and through discussions in PLCs and data chats.

Action Step #2

Teach students to decode words, analyze word parts, and recognize words to use in language, reading and writing.

Person Monitoring:

Del Duca

By When/Frequency:

May 2026/ongoing

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

1. Engage in collaborative planning to support foundational skills instruction. This will be monitored by administrator walk throughs. 2. Use model classrooms led by ELA champions to observe instruction and model instruction. This will be monitored by administrator walk throughs using ELA tool.

Action Step #3

Learning walks and classroom observations of instruction in model classrooms.

Person Monitoring:

Stach

By When/Frequency:

May 2026/ongoing

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

Utilizing model classrooms teachers will increase instructional routines for delivering explicit foundational skills instruction. It will be monitored through administrative walk throughs and observations. Observations by lead teachers.

Area of Focus #3

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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.

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. A focus on developing opportunities for authentic engagement in content areas and active participation in classroom discussions are needed to ensure a high level of engagement of all students.

Measurable Outcome

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 50% to 55% or higher based on FAST data May 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored using an data sheet that is shared with teacher and administration to monitor progress and support data discussions. Student data on reading standards will be monitored. Student data and progress will also be monitored in SBLT and PLC meetings. Administration walk through observation data will be used to monitor student engagement.

Person responsible for monitoring outcome

Holly Del Duca

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Create systems of student engagement to increase achievement.

Rationale:

As schools become more organized and focused on developing a system of support for delivering services and instruction to black students, they will see positive changes in student performance and sense of belonging.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Monitoring student progress toward goals

Person Monitoring:

Holly Del Duca

By When/Frequency:

Ongoing/May 2026

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

Monitor student progress through frequent checks for understanding and provide targeted feedback. This will be monitored during administrative walk through observations.

Action Step #2

Use responsive strategies to build confidence and engagement, such as: calling on all students by name to ensure opportunities to respond and providing specific, meaningful praise tied to effort and growth based on monitoring of student engagement, progress to goals and through the use of data walls and folders.

Person Monitoring:

Holly Del Duca

By When/Frequency:

ongoing/May

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

Teachers will use various strategies from Teach Like a Champion such as cold calling, everybody writes, No opt out to increase engagement. Teachers will have ongoing and structured opportunities to engage in meaningful data discussion to celebrate growth toward goals..

IV. Positive Learning 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. PBIS is the foundation for academic success because it creates the structures and foundations for learning. Plumb continues to develop and refine the school PBIS plan to positively impact the school culture and climate. This is done by reviewing behavior and academic data, reviewing stakeholder feedback and classroom observation data. The comprehensive PBIS plan is shared with all stakeholders. When a structured and positive climate is established across the campus and in individual classrooms learning is the focus. The PBIS plan guidelines for success, expectations, and outcomes are taught and retaught to students through a consistent plan to create a common language across the school. The plan is shared with families to create a shared responsibility. The administrative team is visible and accessible to all stakeholders. Administrative walk throughs help to monitor

implementation of PBIS in action and also review of behavior occurs each month and provides opportunity for discussion and action planning. 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 throughout 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 such as newsletters, parent PBIS flyer, at school events and during restorative conversations. PBIS is discussed at SAC meetings to share ideas and get feedback. Another part of this work is collaboration with families and that is an area we are continuing to focus on. The goal is to continue to strengthen relationships with all stakeholders so that collaboratively we can support positive behavior and academic achievement.

A focus on school wide attendance also supports the implementation of a strong PBIS and school wide culture. When students are in attendance, they have exposure to instruction and a engage consistent classroom structures and ways of work. The Child Study Team meets two times per month to review student attendance, contact families, plan attendance celebrations and interventions.

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 conference participation will increase from 80% to 85% as measured by parent conference data collection tool.

Student attendance will increase to 80% by May 2026 as measured by attendance data.

Plumb will maintain model school status by May 2026 as measured by the PBIS Model School Process.

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 data will be monitored by data review at PLC meetings and/or SBLT meetings. Ongoing monitoring of this data will support student achievement by creating collaborative partnerships with families. Having students be a part of the parent conference supports ownership of their learning and behavior. It builds a team approach between student, staff, and family that enables all stakeholders to have an active part in success and a cohesive understanding of barriers, goals, and success.

Attendance data will be monitored during CST (Child Study Team) meetings. This data will be shared with staff. Monitoring of this data will impact student achievement by providing the necessary information to school staff to support students with attendance issues, because when students are in school, they have the opportunity for increased engagement in learning tasks.

Person responsible for monitoring outcome

Carlie Stach-PBIS, Holly Del Duca-Attendance

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implementation of PBIS (Positive Behavior Intervention Systems) support classroom structure. Staff training and discussion during preschool meetings and throughout the year in staff meetings to discuss plan implementation. Creating a plan for parent conferences will support the home/school connection. School culture and climate and PBIS team meet to discuss data, concerns and successes throughout the year. Implementation of structured CST (Child Study Team) meetings that develop and implement action plans to support school wide attendance needs and individual student attendance needs. Implementation of collaboration of SBLT (school-based leadership team) and PBIS team to implement and collect data to meet the expectations of PBIS Model Schools.

Rationale:

These strategies are aligned to best practices and are supported by the work of the district and the professional development 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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitoring and Implementation of the School Wide PBIS Plan

Person Monitoring:

Carlie Stach

By When/Frequency:

By May 2026/Monthly

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 walkthroughs 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. 4. This will be monitored by tracking attendance. 5. Collect and analyze attendance data, implement positive attendance plan to support improved attendance.

Action Step #2

Implement a School Wide PBIS Plan

Person Monitoring:

Carlie Stach

By When/Frequency:

May 2026/Monthly

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

1. Create a school wide PBIS handbook. 2. Create a common school wide plan for teaching the guidelines for success and school expectations. 3. Create a PBIS orientation plan for new to Plumb students and families. 4. Collect and analyze behavior data and make adjustments based on student and school needs.

Action Step #3

Implementation of Attendance Monitoring through CST (Child Study Team)

Person Monitoring:

Ana Villada

By When/Frequency:

May 2026/Monthly

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

1. Work collaboratively as the Child Study Team to implement our school wide action plan for attendance. 2. Engage in two meetings per month to review attendance data. 3. Share attendance data with staff through weekly newsletter, staff meetings and/or PLC meetings. 4. Implement attendance celebration initiatives and proactive strategies to support attendance concerns. 5. This will be monitored with student attendance data and through feedback provided from all stakeholders on the attendance process and implementation of attendance action steps.

Area of Focus #2**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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

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

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

1. The plan will be available on the school website at <https://www.pcsb.org/plumb-es>.
2. To ensure transparency and stakeholder engagement, Plumb Elementary School will disseminate the School Improvement Plan (SIP) and Title 1 plan through multiple channels. These include:
 - **School Advisory Council (SAC) Meetings:** The SIP and progress updates will be presented and discussed at SAC meetings. Meeting agendas and minutes will be posted on the school website and made available upon request.
 - **Annual Title I Meeting:** Held in the fall, this meeting provides an overview of Title I services, SIP goals, and the school's budget priorities. Families will receive printed materials and a presentation in family-friendly language.
 - **Parent Newsletters and Flyers:** School newsletters and targeted flyers (printed and digital) will provide SIP progress and highlight action steps.
 - **Parent and Community Resource Station:** Located in the front office, this station will include hard copies of the SIP, the PFEP, and information in multiple languages as needed.
 - **FOCUS:** Key SIP goals and progress updates may be shared through FOCUS messages.
 - **Conferences and Workshops:** SIP goals will be referenced during student-led conferences and academic events to help families connect schoolwide strategies to their child's academic plan.

All communication will be offered, to the extent practicable, in a language that parents can understand using translation services or bilingual staff members.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school plans to build positive relationships with parents, families and other community stakeholders by creating opportunities to support academic achievement together. This will occur by holding academic events for parents and families to participate in with their child. We will plan and implement opportunities to support families by providing information at open house and other events to teach parents about school expectations, state standards and student progress. We will collaborate with the PTA and SAC committee to support family and community engagement.

Throughout the school year we host day and evening events 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 host events for our English Language Learner families. Student led data chats are held for all grade levels and our Open House and meet the teacher events provide foundational information for all stakeholders. Many of our events are sponsored by our PTA. Spooky Story Night where we host a book fair, provide read alouds and family fun to engage our school community in fun and learning. The PTA sponsors the annual Funfest which includes a science fair, art exhibits and activities for the whole community to enjoy.

As a school we will focus on clear and consistent communication with parents, families and stakeholders by sharing information on our website, marquis, newsletter and weekly messages. Parents will be informed of student progress through midterm progress reports, report cards, parent conferences, student-led conferences and general updates through Focus and/or emails. Parents will be provided method of communication with teachers and the school are also encouraged to reach out with any questions/concerns.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

School teams conduct a gap and root cause analysis of data and then complete the Comprehensive Action Plan and create our goals. Based on this we will continue a focus on data transparency, data analysis and data chats to determine strategies and areas of focus for improvement. Data will be

used to drill down to specific areas of need. Plumb has an identified ways of work instructional plan that supports a school-wide common language of expectations. These expectations align to district curriculum guides, state standards, research based instructional practices, data analysis and transparency, professional development, classroom learning environment and high expectations for student achievement. When the school has a common language that includes school wide conditions for learning, community building processes, content planning, instructional practices, assessment and feedback it strengthens learning across the campus and supports the school vision and mission. By having well established processes and expectations staff and students are able to provide an enriching and accelerated curriculum.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan is developed in collaboration with stakeholders and aligned with other federal, state, and local services. At Plumb Elementary, we coordinate with:

- **Federal Programs:** Title I funds supports programming for intervention support staff.
- **Student Services and Mental Health Programs:** We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being.
- **Community Partners:** Organizations like local churches provide food for pack-a sack. Feed Tampa Bay supports a site-based food pantry to support the needs of families.
- **Violence Prevention and PBIS:** Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Plumb Elementary has a full-time social worker, behavior specialists, and school counselor who work as a team with administration to identify scholars who need more mental health, behavior support, social skills, and mentoring services. Additionally, we have a school psychologist that supports our school four days week and is also a partner in this work. Students who demonstrate need are referred to the student support team and plans are developed to support the student at the level of need that is required. Students may be recommended for a candidate for mentoring based on social emotional or academic needs. The student services team and the community liaison work together to match mentors whenever possible. Plumb's student services team provide one to one support, small group support and guidance lessons to classes and/or grade levels based on needs. The team has a plan to support students with break cards, calming strategies, sensory breaks and/or restorative conversations to support the challenges they may face in class based on academics or social interactions. The student services team works collaboratively with staff and with parents/ guardians to support the need of students.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Plumb has a comprehensive PBIS plan. Staff, scholars, are taught the PBIS processes and school guidelines for success. We share this information with parents/families in the Student and Parent

Handbook. The school behavior team addresses behavioral issues by reviewing data, analyzing stakeholder feedback and through walk through observations. Behavior data is used to define which scholars need Tier 2 or Tier 3 behavior support plans. When this is determined students are monitored through the MTSS process. The MTSS team uses a problem-solving worksheet to develop a plan of action and data collection to support student success. Teachers are able to complete a referral document for additional support with student behavior.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Plumb teachers/staff engage in weekly grade level PLCs and/or collaborative planning. PLC time focuses on using student Data and student work that is analyzed for growth/successes and areas of need. Teams develop action plans, continue monitoring and assess for results. The data used ranges from formative assessments to summative assessments. Teams also engage in collaborative planning that focuses on standards/benchmarks, district curriculum resources, and research-based practices to support and plan for student achievement. PLCs are also used for professional development to support our school wide instructional plan.

Staff meetings are used to provide professional development that aligns to the school improvement plan. Administration, district staff, and teacher leaders provide professional development. School learning walks, classroom fishbowl lessons and school based Plumb Wide Training is also used to support our professional development plan.

District coaching support is requested to provide professional development or support with specific needs that are evident through data analysis.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Plumb Elementary has various classrooms to support preschool children. There is one PreK 3 classroom, there are two Blended VPK classrooms, there is one classroom that is a two CDA Model. We have one VPK classroom that supports students with sensory needs. Each of these classrooms are a vital part of our school community. Students and families are invited to and attend many of our school wide academic and PTA sponsored events. The classroom teachers and CDAs receive support from the district Pre-K literacy coach as well as support from the district Pre-K team. Staff engages in PLC and professional development to support their practice Plumb hosts a Ready, Set Kindergarten family night in February which gives families the information needed about kindergarten and the registration for kindergarten process. The school reaches out to local early childhood

programs to share the Ready, Set, Kindergarten information and we are always willing and available to schedule tours or campus visits to families who are interested in seeing th school.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.

No

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