

Pinellas County Schools

PLUMB ELEMENTARY SCHOOL



2026-27 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-Learning Gains for Each Scholar

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.

Leadership Team Member #2

Employee's Name

Gloria Karasick

karasickg@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. Responsibilities include monitoring data, school testing coordinator, and MTSS (Multi-Tiered System of Supports) Leader. Responsible for 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

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. Facilitates a model classroom for primary instructional strategies.

Leadership Team Member #4

Employee's Name

Lauren Hipsley

hipsleyl@pcsb.org

Position Title

4th Grade Math and Science 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. Model classroom for math instructional strategies.

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

Marrina Dagostino

dagostinom@pcsb.org

Position Title

Intermediate Teacher Autism Spectrum Disorder Self-Contained

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 #6**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 academic. Monitors culture and climate goals for school improvement plan.

Leadership Team Member #7

Employee's Name

Kathleen Kourkoulos

kourkoulosk@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

School improvement team leader for school culture and climate. Oversees and monitors school behavior data and positive behavior intervention supports.

Leadership Team Member #8

Employee's Name

Shelby Leptone

leptones@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 #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

Colleen Graham

grahamc@pcsb.org

Position Title

5th Grade ELA 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.

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 (SIP) is continuously reviewed, discussed, and monitored by staff during preschool planning sessions and dedicated SIP meetings. This ongoing review includes evaluating the implementation of action steps and analyzing outcome data to ensure progress toward established goals.

The SIP is also shared with the School Advisory Committee (SAC) during regular meetings to gather input and provide updates on progress toward identified goals. Additionally, student and family feedback is collected through the annual stakeholder survey. The results of this survey are shared with and reviewed by both school staff and the SAC to inform decision-making and guide continuous improvement efforts.

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 School Improvement Plan (SIP) will be regularly reviewed during scheduled SIP meetings with faculty. During these meetings, specific goals will be discussed, and relevant data will be analyzed to assess progress. Based on this analysis, adjustments to action steps will be made to support continuous improvement.

Staff will participate in ongoing data chats to support SIP implementation, including individual student data reviews during teacher conferences. Focused monitoring of students within ESSA subgroups will remain a priority. In addition, cycle data will be reviewed regularly to evaluate its impact on student achievement.

The School-Based Leadership Team will monitor Tier 2 and Tier 3 data to assess the effectiveness of interventions and ensure appropriate supports are in place. All data will be clearly communicated to and discussed with teachers to inform instructional practices.

Feedback gathered during SIP reviews will guide updates to the action plan. A midyear review will occur following the PM2 testing cycle to assess progress and make necessary revisions. School progress will be communicated to stakeholders through back-to-school materials (including the SIP one-pager), the State of the School message, and School Advisory Committee (SAC) meetings.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	81.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	57	94	98	105	84	104	0	0	0	542
Absent 10% or more school days	0	16	12	11	8	14	0	0	0	61
One or more suspensions	0	0	1	1	0	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	3	0	0	0	3
Course failure in Math	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide ELA assessment	0	1	20	19	9	18	0	0	0	67
Level 1 on statewide Math assessment	0	9	13	19	4	10	0	0	0	55
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	1	5	6	3	0	0	0	0	15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	5	10	5	0	0	0	0	0	20

Current Year 2026-27

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	1	13	12	4	11	0	0	0	41

Current Year 2026-27

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	0	2	0	4	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) 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	
School Enrollment	75	103	103	100	101	94				576
Absent 10% or more school days	1	15	17	16	17	10				76
One or more suspensions			2	1						3
Course failure in English Language Arts (ELA)					1	1				2
Course failure in Math					2					2
Level 1 on statewide ELA assessment		1	17	39	17					74
Level 1 on statewide Math assessment	1	13	13	28	7	11				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

Prior Year (2025-26) 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	1	1	8	12	7	12				41

Prior Year (2025-26) 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		1	8						10
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	64	68	62	67	64	59	56	61	57
Grade 3 ELA Achievement	67	70	61	70	67	59	62	63	58
ELA Learning Gains	54	65	63	71	62	60	59	64	60
ELA Lowest 25th Percentile	48	63	58	69	59	56	58	62	57
Math Achievement*	80	72	66	79	69	64	74	66	62
Math Learning Gains	76	69	64	72	67	63	72	68	62
Math Lowest 25th Percentile	69	56	50	60	56	51	52	58	52
Science Achievement	69	72	62	75	70	58	71	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				67		63		65	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	527
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	70%	63%	66%	62%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	49%	No		
English Language Learners	49%	No		
Asian Students	81%	No		
Black/African American Students	62%	No		
Hispanic Students	58%	No		
Multiracial Students	78%	No		
White Students	69%	No		
Economically Disadvantaged Students	61%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%	67%	54%	48%	80%	76%	69%	69%					
Students With Disabilities	39%	43%	44%	42%	53%	61%	63%	45%					
English Language Learners	39%	22%	54%	41%	59%	67%	64%	46%					
Asian Students	77%				85%								
Black/African American Students	45%				79%								
Hispanic Students	52%	46%	47%	45%	70%	72%	72%	63%					
Multiracial Students	81%	80%	76%		81%	71%		80%					
White Students	70%	75%	53%	41%	86%	78%	74%	74%					
Economically Disadvantaged Students	56%	61%	51%	44%	74%	72%	72%	57%					

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%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	66%	68%	-2%	60%	6%
ELA	4	62%	66%	-4%	60%	2%
ELA	5	60%	66%	-6%	61%	-1%
Math	3	78%	71%	7%	66%	12%
Math	4	82%	72%	10%	65%	17%
Math	5	79%	69%	10%	62%	17%
Science	5	68%	70%	-2%	60%	8%

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?

The area that showed the most improvement was for our math learning gains and math L25 learning gains. We did an increase in teacher leadership for math and had a large focus on the purpose and intention of the math intervention block. Monitoring precisely to benchmarks was a major focus in which we used specific tracking forms to support this work. We continued to demonstrate improvement with the Black student subgroup in math and ELA.

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 L25 was the lowest performing area. The contributing factors are stamina and engagement in higher level text. Lack of background knowledge and vocabulary may also be contributing factors.

Greatest Decline

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

This year the overall ELA proficiency experienced a decline. The previous year had provided great growth, the achievement this year fell back. The factors that contributed to this was that students who were proficient did not remain proficient or make a learning gain, and the L25 group did not make learning gains at a high level. This could be an impact based on the differentiation in the core to challenge students across achievement levels, the use of higher level questioning and the focus on building stamina for rigorous 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.

The area that had the largest gap compared to the state was first grade math. This could be based on the development of conceptual thinking and the connection from kindergarten to first grade with math concepts. Overall we are achieving higher than the state in all other areas.

EWS Areas of Concern

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

The EWS area of concern to focus on would be the number of level 1 students, with a focus on level 1 students in grades 2 and 3. We will also focus on attendance of students who are missing 10% or more of school.

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. Improve ELA proficiency rates in grades 3-5 including a focus on learning gains for all students especially the students in the L25 group.
3. Support primary students with reading foundational skills.
4. Maintain and/or improve math proficiency rates.
5. Increase/maintain proficiency rates of black students, English language learners, and students with disabilities.

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, 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.

As teachers deepen their understanding of the Florida BEST ELA Standards, Mathematics Benchmarks, and Science Standards, they will gain greater clarity in instructional planning and delivery. This increased understanding will support the intentional integration of rigorous instructional strategies, including explicit writing instruction and the use of higher-order questioning across content areas. Additionally, focus on academic vocabulary and discourse to strengthen and increase connection to text, mathematics and science content integration.

Through targeted professional development using the Writing Revolution book, teachers will strengthen their ability to plan for and consistently implement evidence-based practices that prioritize writing and critical thinking within ELA, mathematics, and science instruction. Emphasis will be placed on embedding writing across the curriculum and designing opportunities for students to engage in analytical thinking, problem-solving, and meaningful responses to complex content. In addition students will engage in practices that enable them to have meaningful conversations and dive deeper into text meaning.

The use of higher-order questioning will enhance students' ability to process, analyze, and synthesize new information, leading to deeper levels of understanding.

Students will be encouraged to think critically through writing about reading and to apply their learning across all subject areas and grade levels.

This focus has been identified as a critical next step in strengthening students' higher-level thinking skills and increasing overall academic achievement. Data from STAR Reading, FAST ELA, FAST Math, and Science assessments indicate refinement of instructional practices is necessary to accelerate student growth.

By prioritizing rigorous instruction, writing integration, higher-order questioning, and student-centered discourse, Plumb Elementary will deepen foundations in reading, written communication, and problem-solving, ensuring all students are prepared for higher levels of academic success

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.

ELA Grade 3 proficiency will increase from 67% to 70% as measured by PM3 FAST assessment.
 ELA Grades 3-5 proficiency will increase from 63% to 70% as measured by PM3 FAST assessment.
 ELA learning gains will increase from 53% to 60% as measured by PM3 FAST assessment.
 ELA L25 learning gains will increase from 47% to 60% as measured by PM3 FAST assessment.
 Math grade 3-5 proficiency will increase from 80% to 82% as measured by PM3 FAST assessment.
 Math learning gains will increase from 76% to 78% as measured by PM3 FAST assessment.
 Math L25 learning gains will increase from 70% to 72% as measured by PM3 FAST assessment.
 Science Grade 5 proficiency will increase from 69% to 72% as measured by PM3 FAST assessment.

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 through a structured administrative walkthrough plan that utilizes observation tools to collect data and identify instructional patterns in English Language Arts. The ELA Walkthrough Tool, Mathematical Thinking and Reasoning (MTR) Tool, and the school-based administrative walkthrough tool will be used to monitor the implementation of effective instructional strategies and levels of authentic student engagement.

Ongoing data chats will be conducted to regularly review student progress and inform instructional decisions. Multiple data sources will be used, including FAST, formative and unit assessments. This consistent monitoring process will ensure that instructional practices are aligned to student needs and that adjustments are made to support continuous improvement and increased student achievement.

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 that includes systematic Instruction using higher order questioning, academic vocabulary and academic discourse and writing.

Rationale:

Explicit instructional practices are essential when students are learning new content. Effective instruction includes planned high-level questions, use of academic vocabulary and intentional teacher modeling of discourse and opportunities for students to engage in discourse. Providing timely corrective feedback will support student growth. In mathematics, high-quality instruction engages

students in developing strong mathematical representations, deepening their understanding of concepts, procedures, and problem-solving strategies. Across all content areas—ELA, math, and science—facilitating purposeful discussion supports students in deepening their understanding and ensures equitable access to the curriculum for all learners. Including the opportunity to develop background knowledge and vocabulary knowledge. Providing structured supports for student participation in classroom discussions increases active engagement and allows all students to contribute meaningfully to the learning process. This is also related to writing across the curriculum. Once students discuss their understanding, they are able to write reflections, explanations and rationales that use academic vocabulary and structured writing techniques that will support their understanding of content. The use of systematic processes for monitoring student progress and providing ongoing feedback enables teachers to make immediate, responsive adjustments to instruction and scaffolding. As teachers continue to strengthen their use of higher-order questioning, they will see significant growth in students' ability to process, analyze, and understand new content at deeper levels of complexity. Additionally, students will develop the skills needed to generate their own questions and express their thinking through writing, further enhancing critical thinking and independence as learners.

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

Cognitive Engagement with content using writing to learn across all content areas.

Person Monitoring:

Holly Del Duca

By When/Frequency:

May 2027/Ongoing

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

In ELA, engage students in explicit writing instruction to increase opportunities to deepen understanding by having students pull knowledge from memory and demonstrate understanding through written responses.

Engage in professional development of The Writing Revolution strategies and implement these strategies to support written response to all content areas.

In mathematics, use reasoning-based tasks to promote deeper cognitive engagement and incorporate writing in response to these reasoning tasks to provide students with opportunities to explain their thinking, justify their thinking, and extend their understanding through written reflection.

In science, use higher-order questioning combined with written responses to engage students in tasks that promote inquiry, analysis, and deeper conceptual understanding.

Monitoring will take place by review of student notebooks and/or exit tickets.

Action Step #2

Cognitive engagement with content using discourse and academic vocabulary across all content areas.

Person Monitoring:

Holly Del Duca

By When/Frequency:

May 2027/Ongoing

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

Break reading passages/texts into chunks and provide sentence frames and questions for students to respond to while reading as quick comprehension checks.

Implement specific instruction of academic and content vocabulary.

Use planned partnerships.

This will be monitored by teachers observing student engagement.

This will be monitored by teachers using an aggressive monitoring tool.

Administration will monitor by conducting walk throughs to observe this instructional work and providing feedback to teachers.

Action Step #3

Aggressive monitoring processes with teacher feedback.

Person Monitoring:

Holly Del Duca

By When/Frequency:

May 2027/Ongoing

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

Teachers use a monitoring tool to target student focus on achievement in relation to ELA/science standards and math benchmarks.

Administration will use the Mathematical Thinking and Reasoning strategies (MTRs) walk through tool will be used to observe and provide feedback on MTR implementation.

Action Step #4

Use 3-5 ELA Champs to create a culture of collaboration and learning.

Person Monitoring:

Holly Del Duca

By When/Frequency:

May 2027/Ongoing

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

Administration and ELA Champs attend trainings together to support instruction in all ELA classrooms.

ELA Champs support implementation of reading instructional practices that include discourse, chunking text and building stamina.

ELA Champs establish model classrooms to demonstrate engaging and high yield instructional practices.

Action Step #5

Implement the instructional practices and routines that support deeper level thinking in mathematics and science.

Person Monitoring:

Holly Del Duca

By When/Frequency:

May 2027/Ongoing

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

Use the Pinellas Problem Solving Routine to provide a systematic structure for problem solving.

Use collaboration mats to increase math and science discourse.

Implement the Mathematical Thinking and Reasoning standards to support deep levels of thinking and engagement.

Use the III (Ignite, Investigate and Inform) science protocol to actively engage students in science content, discussion and written response relating to science content.

Action Step #6

Systematic Walk Through with Formative Feedback.

Person Monitoring:

Holly Del Duca

By When/Frequency:

May 2027/Ongoing

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

Administration will conduct systematic walk throughs and provide actionable and timely feedback to ELA teachers.

Administration will conduct systematic walk throughs to monitor student engagement.

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 ELA teachers where acceleration can occur at greater rates by using resources to increase student engagement with content, differentiating instruction and using data to progress monitor and adjust small groups.

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 K-2 Early Reading and Combined Reading proficiency from 63% to 70%.

Monitoring

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

Monitoring will take place by administrative walkthroughs and student data outcomes.

Monitoring will take place using data from ELFAC and STAR assessment data.

Person responsible for monitoring outcome

Gloria Karasick

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:

Provide instruction to students in how to decode words, analyze word parts, and recognize words. Provide instruction in oral language skills. Ensure that students are reading text every day to support fluency, accuracy and comprehension.

Rationale:

To develop strong literacy skills students, require instruction in foundational reading and reading comprehension. Using evidence-based strategies will allow students to build capacity and fluent speakers, readers.

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

Integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into a systematic approach to reading instruction.

Person Monitoring:

Gloria Karasick

By When/Frequency:

May 2027/Ongoing

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

Teachers will engage in systematic instruction using UFLI, Flamingo small groups, and module lessons to teach reading and early literacy foundational skills.

Administration will monitor core instruction, intervention and provide feedback.

Action Step #2

Monitor student progress using ELFAC data.

Person Monitoring:

Gloria Karasick

By When/Frequency:

May 2027/Ongoing

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

Utilize the ELFAC assessment to progress monitor students.

Schedule on calendar ELFAC data review times and small group adjustments to ensure students are getting targeted instruction.

Administration will conduct walkthroughs to ensure UFLI and Flamingo lessons are being done with fidelity.

Action Step #3

Utilize ELA Champs K-2 to support strong core and intervention instruction through planning, data analysis and model lessons.

Person Monitoring:

Gloria Karasick

By When/Frequency:

May 2027/Ongoing

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

step:

K-2 ELA Champs will attend training with administration to support ELA instruction.

K-2 ELA Champs will guide the grade level in planning for instruction.

K-2 ELA Champs will serve as model classrooms for UFLI and Flamingo lessons.

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 for Black subgroup has continued to increase, however there is still a gap. Students may lack background knowledge and access to academic vocabulary. This would impact student achievement. Focusing on active engagement in all content areas and active participation that aligns to the core content, and collaborative discussions will support closing the gap.

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.

ELA proficiency for the Black subgroup will increase from 65% to 68% as measured by PM3 FAST assessment.

ELA learning gains for the Black subgroup will increase from 60% to 62% as measured by PM3 FAST assessment.

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 a data sheet that monitors student progress through out the year using standards. This data sheet will be used by administration and teachers to monitor progress. Administrator walk throughs will be used to monitor active and authentic 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 that promote active engagement within the core curriculum by integrating meaningful discourse, purposeful writing, and equitable access to all content.

Rationale:

As schools become more organized and focused on developing comprehensive systems of support and effective instructional delivery for Black students, they will see meaningful and positive growth in student performance.

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

Full engagement of learners during core instruction, independent work and small group instruction.

Person Monitoring:

Holly Del Duca

By When/Frequency:

May 2027/Ongoing

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

Pre-teach vocabulary and key concepts.

Use sentence stems for discussion support.

Intentionally build in time for discourse and collaboration with planned and intentional talking opportunities.

Provide wait time, no opt out, cold call, right is right.

Focus on ensuring there is equity of voice during class time.

Action Step #2

Ensure students have multiple and ongoing opportunities to access content.

Person Monitoring:

Holly Del Duca

By When/Frequency:

May 2027/Ongoing

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

Engage with purposeful and planned partnerships during discussions and partner work.

Frequent checks for understanding throughout the lesson and access of content.

Explicitly teach routines, strategies, and self-monitoring strategies.

Action Step #3

Systematic process for monitoring data

Person Monitoring:

Gloria Karasick

By When/Frequency:

May 2027/Ongoing

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

Planned checks for understanding
 Provide immediate and actionable feedback.
 Formative assessments with feedback before, during and after core lesson.
 Aggressive monitoring.
 Use of exit tickets to plan for next steps.

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 schoolwide PBIS (Positive Behavioral Interventions and Supports) system is essential to maintaining a structured, safe, and supportive learning environment. PBIS serves as the foundation for academic success by establishing consistent expectations, routines, and systems that allow students to focus on learning. Collaboration is central to the PBIS approach. Students are supported in learning from mistakes, participating in restorative conversations, and developing both academically and socially. Plumb Elementary's five Guidelines for Success are consistently taught and reinforced throughout the year. Classroom and schoolwide expectations are aligned with these guidelines to promote a cohesive and supportive community.

Plumb Elementary continues to develop and refine its PBIS plan to positively influence school culture and climate. This ongoing work is guided by the regular review of behavior and academic data, stakeholder feedback, and classroom observation data.

A structured and positive climate, both schoolwide and within individual classrooms, allows learning to remain the central focus. The PBIS plan includes clear guidelines for success, expectations, and defined outcomes. These expectations are explicitly taught, modeled, and retaught throughout the year to create a shared language and common understanding across the campus.

Family engagement is a key component of the PBIS framework. The plan is shared with families through newsletters, PBIS informational flyers, school events, and conversations. PBIS is also discussed during School Advisory Council (SAC) meetings to gather feedback and promote collaboration. Strengthening partnerships with families remains an ongoing priority to support both positive behavior and academic success.

The administrative team maintains a visible and accessible presence across campus. Regular walkthroughs are conducted to monitor PBIS implementation and ensure fidelity. Behavior data is reviewed monthly, providing opportunities for collaborative discussion, reflection, and action planning.

Attendance is another critical component of a strong PBIS framework and positive school culture.

When students are present, they benefit from consistent instruction and established classroom routines. The Child Study Team meets twice each month to review attendance data, communicate with families, and develop targeted celebrations and interventions to improve attendance. Through these collective efforts, Plumb Elementary remains committed to fostering a positive environment where all students can thrive.

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.

Student attendance will increase to 80% by May 2027 as measured by attendance data. Plumb will maintain model school status by May 2027 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 Child Study Team meetings. Ongoing monitoring of attendance data will support student achievement by ensuring students are attending school. Attendance 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

Gloria Karasick

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:

The implementation of PBIS (Positive Behavioral Interventions and Supports) continues to strengthen classroom structures and promote a consistent, positive learning environment across campus. Ongoing staff training is provided through pre-service sessions and reinforced during faculty and team meetings throughout the school year to ensure effective and consistent implementation of PBIS practices. The School Culture and Climate/PBIS Team meets regularly to review behavior and attendance data, identify areas of concern, and celebrate successes. These meetings support continuous improvement and ensure that data-driven decisions guide PBIS practices. Structured Child Study Team (CST) meetings are held twice monthly to review and address both schoolwide and individual student attendance needs. The CST develops and implements targeted action plans, including family outreach, interventions, and attendance incentives, to improve student engagement

and consistency. Collaboration between the School-Based Leadership Team (SBLT) and the PBIS Team is ongoing and intentional. These teams work together to implement PBIS with fidelity, monitor progress through data collection and analysis, and ensure alignment with the expectations for PBIS Model School recognition. Through these coordinated efforts, the school continues to build a cohesive, supportive system that promotes positive behavior, strong attendance, and academic success for all students.

Rationale:

These strategies are aligned with best practices and are reinforced through district initiatives and ongoing professional development. Collectively, they support the development and strengthening of a positive school climate and culture, while also enhancing meaningful family engagement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

A schoolwide Positive Behavior Handbook and clearly defined Guidelines for Success are essential for establishing consistency, clarity, and equity across all classrooms and school environments. When expectations are clearly outlined and consistently implemented, students understand what is expected of them and are better able to make positive choices. A shared handbook provides a common language for staff, students, and families, reducing confusion and increasing accountability. This consistency fosters a safe, predictable environment where students can focus on learning and feel supported both behaviorally and academically. Guidelines for Success serve as the foundation for building a positive school culture. When these guidelines are explicitly taught, modeled, and reinforced throughout the year, they help students develop social-emotional skills, self-regulation, and responsibility. Orientation for new students is another critical component of a strong PBIS system. It ensures that all students, regardless of when they enroll, are introduced to the school's expectations, routines, and culture. Orientation helps students feel welcomed and sets them up for success from the start. Analyzing and sharing behavior data is equally important in supporting all students. Regular review of data allows school teams to identify trends, monitor progress, and determine the effectiveness of interventions. Sharing this data with staff promotes transparency and collaborative problem-solving, ensuring that decisions are data-driven rather than reactive.

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

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.

A. The plan will be available on the school website at <https://www.pcsb.org/plumb-es>.

B. 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.

Parent/Home 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 is committed to building strong, positive relationships with parents, families, and community stakeholders by creating meaningful opportunities to support student academic achievement collaboratively. This is accomplished through a variety of academic events that actively engage families alongside their children. Informational sessions are incorporated into Open House and other school events to help families better understand school expectations, state standards, and how to monitor student progress.

Collaboration with the PTA and School Advisory Council (SAC) plays a vital role in strengthening family and community engagement. Throughout the school year, the school hosts a variety of daytime and evening events that welcome students, parents, grandparents, and extended family members. Some events focus on celebrating student success in academics, while others are designed to equip families with strategies to support learning at home.

Family engagement events include a focus on English Language Arts, Mathematics, and Science, as well as Student-Led Conferences, chorus performances, and other performing arts opportunities. Additional events are scheduled to specifically support and engage families of English Language Learners. Student-led data chats are conducted across all grade levels, and Open House and Meet-the-Teacher events provide important foundational information for all stakeholders.

Many of these events are supported and sponsored by the PTA. Examples include Spooky Story Night, which features a book fair, read-aloud sessions, and interactive family activities that promote both literacy and community involvement. The PTA also sponsors the annual FunFest, which includes a science fair, art exhibits, and engaging activities designed to bring the entire school community together.

The school prioritizes clear, consistent communication with all stakeholders. Information is shared regularly through the school website, marquee, newsletters, and weekly messaging systems.

Families are kept informed of student progress through midterm reports, report cards, parent-teacher conferences, student-led conferences, and ongoing updates via Focus and email.

Parents are provided with multiple avenues to communicate with teachers and school staff and are encouraged to reach out with any questions, concerns, or needs. Through these intentional efforts, the school continues to strengthen partnerships that support student success both academically and socially.

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 engage in a comprehensive gap analysis and root cause analysis process to identify areas of need and inform the development of the School Improvement Plan. Based on this analysis, the team develops a Comprehensive Action Plan and establishes measurable goals to drive student achievement.

A continued focus on data transparency, data analysis, and structured data chats ensures that instructional decisions are data-driven and targeted. Data is consistently reviewed to identify trends, monitor progress, and drill down to specific areas of need at the school, grade, and student levels. This process supports timely adjustments to instruction and interventions.

Plumb Elementary has established instructional framework that promotes a shared, schoolwide language of expectations. This framework aligns with district curriculum guides, state standards, and research-based instructional practices. It also emphasizes data analysis, transparency, ongoing professional development, effective classroom learning environments, and high expectations for all students.

By maintaining a common language that includes conditions for learning, community-building processes, intentional content planning, effective instructional practices, and meaningful assessment and feedback, the school strengthens consistency across classrooms. These aligned systems support the school's vision and mission while promoting a coherent and focused approach to teaching and learning.

Through well-defined processes and clearly communicated expectations, both staff and students are equipped to engage in rigorous, enriching, and accelerated learning experiences. This cohesive approach ensures that all students are supported in achieving high levels of academic success.

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 is supported by a comprehensive student services team that includes a full-time social worker, behavior specialists, and a school counselor who work collaboratively with administration to identify and support students with social-emotional, behavioral, and academic needs. In addition, the school psychologist is on campus four days a week and serves as an integral partner in providing targeted support and guidance to support student achievement.

Students demonstrating a need for additional support are referred to the Student Based Leadership Team (SBLT), where individualized plans are developed to address each student's specific needs. These plans may include academic interventions, behavioral supports, social-emotional learning strategies, and, when appropriate, mentoring opportunities. Students may be recommended for mentoring based on identified social-emotional or academic needs, and the student services team collaborates with the community liaison to match students with mentors whenever possible.

The student services team provides a tiered system of support, including one-on-one services, small group interventions, and classroom or grade-level guidance lessons based on identified needs. To support student success, the team implements proactive strategies such as break cards, calming techniques, sensory supports, and restorative conversations, and social stories to help students navigate challenges related to academics and social interactions.

Collaboration is a key component of this work. The student services team works closely with teachers, staff, and parents/guardians to ensure a consistent and supportive approach to meeting student needs. Through these coordinated efforts, Plumb Elementary is committed to fostering a safe and supportive environment where all students can develop the skills needed for academic and personal success.

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)).

Not Applicable.

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 Elementary implements a comprehensive PBIS (Positive Behavioral Interventions and Supports) framework to promote a safe, structured, and supportive learning environment. Staff and students are explicitly taught PBIS processes and the school's Guidelines for Success, ensuring consistency and a shared understanding of expectations across campus. This information is also communicated to parents and families through the Student and Parent Handbook to support a strong home-school connection.

The school's behavior team uses a data-driven approach to address behavioral needs. This includes regular review of behavior data, analysis of stakeholder feedback, and information gathered through classroom walkthrough observations. These data sources are used to identify trends, monitor implementation, and determine which students require additional support.

Based on this analysis, students are identified for Tier 2 or Tier 3 behavioral interventions within the Multi-Tiered System of Supports (MTSS) framework. The MTSS team engages in a structured problem-solving process, utilizing a problem-solving worksheet to develop targeted action plans and establish progress monitoring systems to support student success.

Teachers play an active role in this process by submitting referrals when additional behavioral support is needed. This ensures timely identification and intervention for students. Through ongoing collaboration among staff, administration, and families, Plumb Elementary remains committed to providing proactive, tiered supports that promote positive behavior and academic success for all students.

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 Elementary teachers and staff engage in weekly Professional Learning Communities (PLCs) and/or collaborative planning sessions to support continuous improvement in instruction and student outcomes. PLC time is intentionally focused on the analysis of student data and student work to identify areas of growth, celebrate successes, and determine targeted areas of need. Teams use both formative and summative assessment data to guide instructional decisions, develop action plans, and

monitor progress over time to ensure measurable results.

Collaborative planning sessions emphasize alignment to state standards and benchmarks, district curriculum resources, and the implementation of research-based instructional practices. These sessions ensure consistency in instruction across grade levels and support the development of high-quality lessons designed to promote student achievement.

PLCs also serve as an opportunity for ongoing, job-embedded professional development aligned to the school's instructional priorities.

Staff meetings are strategically used to provide professional development aligned with the School Improvement Plan. Professional learning opportunities are facilitated by administration, district staff, and teacher leaders, ensuring a variety of expertise and perspectives. Additional professional learning structures include instructional learning walks, classroom "fishbowl" lessons, and school-based Plumb-wide trainings, all of which support the implementation of effective instructional practices and continuous growth.

To further strengthen instructional capacity, district coaching support is utilized based on identified needs from data analysis. This targeted support ensures that professional development is responsive, relevant, and directly aligned to improving student outcomes.

Through these collaborative and data-driven practices, Plumb Elementary fosters a culture of continuous learning, instructional excellence, and shared accountability for student success.

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)).

Prekindergarten teachers and CDAs receive ongoing support through collaboration with the district's Pre-K team. Staff members participate in Professional Learning Communities (PLCs) and targeted professional development opportunities to strengthen instructional practices and ensure highly engaging early learning experiences.

To support a smooth transition to kindergarten, Plumb Elementary hosts an annual "Ready, Set, Kindergarten" family night each February. This event provides families with important information about kindergarten readiness, expectations, and the registration process. The school also partners with local early childhood programs to share information about this event and actively reaches out to prospective families.

In addition, Plumb Elementary welcomes families to schedule campus tours and visits, ensuring that incoming students and their families feel informed, supported, and confident as they prepare to join the school community.

Through these efforts, Plumb Elementary is committed to fostering strong early learning experiences and building lasting partnerships with families from the very beginning of each child's educational journey.

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 (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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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