Pleasant Grove Elementary School

2015-16 School Improvement Plan

Pleasant Grove Elementary School

3000 OWEN BELL LN, Pensacola, FL 32507

www.escambia.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	47%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	A	C

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Pleasant Grove Elementary is to provide a safe learning environment that will enable all children to grow and develop to their greatest potential intellectually, physically, and socially.

Provide the school's vision statement

Our vision at Pleasant Grove is to promote the recognition of positive behaviors and academic success that aligns with the school-wide expectation to create a positive learning environment encouraging students, teachers, staff and parents to exhibit school and community pride.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Pleasant Grove implements Whole Brain strategies which allows for students to engage in learning. Teachers research student cum folders and also make positive calls home. Children are greeted each day at the door by their teachers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Pleasant Grove Elementary School is a Positive Behavior Support school. School wide behavior plans have been implemented to recognize the positive behaviors and attitudes of students. We recite our PGE Expectation Pledge every morning on the announcements: Today I pledge to be respectful, responsible, and safe. I am a proud Pleasant Grove Roadrunner. Beep! Beep!

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Pleasant Grove Elementary School is a Positive Behavior Support school. School wide behavior plans have been implemented recognize the positive behaviors and attitudes of students. Teachers utilize infraction sheets to help monitor student behavior. With each infraction, interventions are established to work on inappropriate behaviors. Students who do not have any referrals are rewarded at the end of each month. Students are given BUGS fro making positive choices and may earn a special treat weekly if name is drawn.
The PBS team was thoroughly trained prior to becoming a PBS school. Teachers were re-trained during preplanning and will continue to meet with grade level rep for refresher if needed. New teachers will meet with grade level rep for training as well.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school guidance counselor is on hand to assist with counseling needs. The RtI/MTSS committee meets to also come up with strategies and interventions for students with needs. Mentors are utilized to assist with students' academic needs as well as emotional needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Escambia School District provides the school with the following data:
*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
*One or more suspensions, whether in school or out of school
*Course failure in English Language Arts or mathematics
*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	22	14	10	3	7	63
One or more suspensions	0	4	1	3	2	7	17
Course failure in ELA or Math	11	16	6	5	5	10	53
Level 1 on statewide assessment	7	9	3	13	5	10	47

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	9	3	2	2	8	31

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The School Leadership team and Positive Behavior Support Team reviews data and shares with grade levels. Strategies are reviewed in the SIP and PBS plan for edits or revisions.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/168083.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Pleasant Grove Elementary has a Volunteer/Community Coordinator. She calls on business partners for donations and volunteers to assist students in learning needs. Some businesses hold family nights to raise money to donate to the school for student needs. Also, volunteers come in to mentor students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Mullen, Pamela	Principal
Pearson, Julie	Assistant Principal
Downs, Alice	Teacher, K-12
Forbes, Cheyanne	Teacher, K-12
Gunnels, Amber	Teacher, K-12
Holliday, Meghan	Teacher, K-12
LaRock, Mae	Teacher, K-12
Smith, Sherron	Teacher, K-12
Corrigan, Anne	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The MTSS/RtI Team meets on a regular basis to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School Improvement Plan will be shared with the committee. We will review each month to check progress towards goal. The MTSS Leadership Team also meets with the School Advisory Council (SAC) and the principal to help develop the School Improvement Plan. The team provides data and

information on Tier 1, 2 and 3 targets academic and social/emotional areas that need to be addressed; strategies for setting clear expectations for instruction; ideas to facilitate the development of a systemic approach to teaching and aligning processes and procedures.

Title 1, Part A: Services and monies (total allocations: $177,776) are provided to ensure students requiring additional remediation. The district coordinates with Title II, Title III, in ensuring staff development needs are provided. School allocation is spent for part time technology coordinator, technology and staff development materials.

Title 1, Part C: Services for migrant children are provided by the district level Title 1 office. After thorough checking of the Migrant Student Information Exchange system and our local Student Data Base, we have determined that there are 4 migrant students are Pleasant Grove Elementary School.

Title 1, Part D: Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title 1 office. Our school does not serve Title 1, Part D students.

Title II: Professional development is offered at both the school and district levels. Please see the Problem Solving section under Expected Improvements for specific professional development activities (in-service education).

Title III: Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations int eh district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL center, however, we serve 4 ELL students.

Title X - Homeless: The school works with the district's Homeless Center to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free ad appropriated education. This program is overseen by the District Title 1 office. At Pleasant Grove Elementary we have 36 identified homeless students.

Supplemental Academic Instruction (SAI): SAI monies have been reduced/or eliminated from our school's budget. We use our SAI monies for supplies, Non-professional purchased services (Accelerator Reading, Write Score), and substitute teachers for teacher training.

Violence Prevention Programs: The school offers non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our schools' Behavior Management Plan, we provide training for faculty, staff, a students regarding bullying. The Jeffrey Johnson Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of student and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district has a "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs: Our school is committed to offering nutritional choices in its cafeteria. This includes salad bar, ale carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children. Our students are trained in the Escambia County Health Department's 5210 Program. Each grade level will have and maintain a garden this year.

Housing Programs: This is offered at the district level and overseen by the Title 1 District Office. This program is not applicable to our school.

Head Start: Pleasant Grove Elementary houses one Head Start classroom. The one teacher ad one teacher aide and approximately 10 students are monitored the by the District Head Start main office on Garden Street. Students participate in food services only.

Adult Education: Adult education programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education: Guidance provides a Career Fair for 4th grade students.

Job Training: Not Applicable

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mullen, Pam	Principal
Brown, Pat	Education Support Employee
Forbes, Cheyanne	Teacher
Cahaee, Takisha	Parent
Golsen, Corali	Parent
Grantham, Catheryn	Parent
Corleone, Christopher	Parent
McClinnis, Meghan	Business/Community
Dunn, Nicole	Parent
Paul, Deanna	Teacher
Krepps. Athena	Parent
Huff, Kim	Parent
Molina, Paula	Parent
Rao, Parmilla	Parent
Downs, Alice	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee reviewed last year's SIP. Parents offered suggestions for changes in the school goals during a SAC meeting.

Development of this school improvement plan

The School Advisory Council assists in the preparation and evaluation of the School Improvement Plan and help to define adequate progress for the school and each school goal. A member of SAC will meet with an assigned goal committee to discuss the progress of the SIP. Each year, SAC reviews the plan and offers suggestions for the next year's SIP.

Preparation of the school's annual budget and plan

Once budgets are released, the administration and SAC review budgets. Parents are allowed to give input.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Not Applicable

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brown, Josephine	Teacher, K-12
Creekmore, Kristan	Teacher, K-12
Crigler, Lori	Teacher, ESE
Holliday, Meghan	Teacher, K-12
Mullen, Pamela	Principal
Pearson, Julie	Assistant Principal
Townsend, Jordan	Teacher, K-12
Hunt, Linda	Teacher, K-12
Rickman, Jamie	Teacher, K-12
Ramsey, Susan	Teacher, K-12
Gunnels, Amber	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Principal book reviews
Sunshine State Readers
Battle of the Books competion
Implementation of Reading Wonders
AR Program
Literacy Week acitivities

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each grade level is provided a common planning daily. This allows time for teachers to discuss effective teaching strategies and data mining. The administrative staff meets monthly with each grade level to review data and teaching strategies and needs. Teachers are also encouraged to observe other teachers during their planning to receive ideas of effective teaching. The admin may schedule these observations or teachers may do so.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

New teachers meet regularly with Principal. New teachers are partnered with veteran teachers/staff to assist through the year. Experienced teachers are hired by Principal and Assistant Principal prior to the start of school. Administration ensures teachers hired are certified in area in which they are to teach. For 1st year teachers, Escambia County School District has a START Mentoring program in which teachers are assigned a certified mentor to mentor and evaluate the first year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A new teacher to the school will receive a mentor based on grade level. If a Special Area teacher is hired, then another Special Area teacher is assigned as a mentor. These mentors help new teachers become familiar with policies and practices at school. New, 1st year teachers, are assigned a START mentor by the district.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Escambia School District follows and teaches the Florida Standards to students. Curriculum purchased is aligned to these standards. Pacing guides are established for teachers to ensure that standards are taught during the school year.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Discovery Ed is administered three/four times a year. After each assessment, teachers and admin review data. With DE, teachers are able to drill down to specific benchmarks/standards not mastered and can differentiate their instruction to match these needs. With progress monitoring, teachers create ability groups in order to meet individual needs of students during small group instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 384,000

Students attending the Military after-school will participate in STEM activities focusing on Math and Science. Each group will rotate through four sessions weekly addressing Math, Science, and technology.

Strategy Rationale

By offering this enrichment time for students in grades 3-5, student learning gains and proficiency levels to increase from the previous year.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mullen, Pamela, pmullen@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data for the new Florida Standards Assessment and DE Assessment will be monitored to track student progress.

Strategy: Weekend Program

Minutes added to school year: 45,000

Students will attend a three hour session 4 times for Saturday Scholars to work on ELA and math skills.

Strategy Rationale

Extra instruction will allow students the opportunity to master standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mullen, Pamela, pmullen@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data for the new Florida Standards Assessment and DE Assessment will be monitored to track student progress.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Pleasant Grove does not have a Title 1 Pre-K Program. Voluntary Pre-K students in Escambia County are served by private providers through the Escambia County Readiness Coalition ad the Escambia County School District at selected locations.

Children that are enrolled in local preschools, such as Head Start, are given the opportunity to come and visit in our kindergarten classrooms. Our Kindergarten teachers take their own time prior to school starting to screen the new students entering kindergarten. This is a time when the child can get to know the teacher, see the classroom, and become familiar with their surroundings. Parents appreciate the opportunity to visit the school, meet the teacher, and find out needed information. The children are noticeably more comfortable the first day of school and seem to take on all the changes with ease.

Flyers are sent out in the Spring to assist parents in preparing their child for Kindergarten.

Many of our Kindergarten students this year have not had Pre-K experiences. This means that our Kindergarten teachers have to back up their curriculum to meet the needs of the students coming in to our Kindergarten classrooms. Our teachers do an outstanding job of transitioning preschool children into our public education system.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Not applicable

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Not applicable

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Not applicable

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Not applicable

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student engagement during instructional delivery through the use of purposeful peer to peer discourse.

G2.   Maintain a positive student learning environment by increasing appropriate behaviors.

G3.   Increase differentiated instruction across content areas through the use of small group instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student engagement during instructional delivery through the use of purposeful peer to peer discourse. 1a

🔑 G067851

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	60.0
ELA Achievement District Assessment	57.0

Resources Available to Support the Goal 2

- Whole Brain
- Kagan Strategies
- Accelerated Reader Program
- Peer Mentors
- Hands-on Activities
- Project-based Learning Activities
- Thinking Maps
- Gifted Cluster Classes
- Group Studies/Projects
- PBS Tickets During Instruction
- Use of Technology in Lessons
- Manipulatives-Peer Share
- Science Switch off Day
- Paired Reading
- Science Day
- Book Study
-

Targeted Barriers to Achieving the Goal 3

- Student Motivation
- Behaviors (Negative)

Plan to Monitor Progress Toward G1. 8

BUG (Being Unbelievably Good) Tickets

Person Responsible
Julie Pearson

Schedule
Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion
The number of tickets awarded to students.

G2. Maintain a positive student learning environment by increasing appropriate behaviors. `1a`

🔍 G067852

Targets Supported `1b`

Indicator	Annual Target
Math Achievement District Assessment	60.0
ELA Achievement District Assessment	57.0

Resources Available to Support the Goal `2`

- PBS BUG (Being Unbelievably Good) Tickets

- Positive Phone Calls Home

- PBS Student of the Month and EAAE Student of the Month

- Announcement of BUG Winners Weekly and Monthly

- Whole Brain Techniques

- AR Prizes

- Homework Club

- Student of the Month Display in Front Hallway

- Brag Tags in Kindergarten

- Kid Beeps (Positive Notes Home)

Targeted Barriers to Achieving the Goal `3`

- Parental support

- Student Motivation

Plan to Monitor Progress Toward G2. `8`

Number of discipline referrals

Person Responsible
Julie Pearson

Schedule
Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion
Data from School Wide Behavior Plan

G3. Increase differentiated instruction across content areas through the use of small group instruction. `1a`

`G067853`

Targets Supported `1b`

Indicator	Annual Target
Math Achievement District Assessment	60.0
ELA Achievement District Assessment	57.0

Resources Available to Support the Goal `2`

- Discovery Ed - CBT

- Daily 5 Method

- Beverly Tyner Method (small group instruction)

- Leveled Readers with new Reading Series

- Reading Eggs (CB program for Reading)

- Hire Tutors to work with student having difficulty

- Sumdog website for Math fluency

- Flocabulary

- Easy CBM-RTI research based assessments website

- KHAN Academy-free website resources for Math

- Task Cards

- Readworks Reading Passages

- SRA Reading Mastery Resources

- FCRR Literacy Centers

- Moby Max

- Have Fun Teaching website

- Write Score

Targeted Barriers to Achieving the Goal `3`

- Attendance/tardies

- Technology issues (having enough computers or server being down)

Plan to Monitor Progress Toward G3. `8`

School leadership team will review attendance and student performance data

Person Responsible
Pamela Mullen

Schedule
Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion
Attendance rates, performance data, grades

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. Increase student engagement during instructional delivery through the use of purposeful peer to peer discourse. 1

🔑 G067851

G1.B1 Student Motivation 2

🔑 B175797

G1.B1.S1 Students learn more when they are actively engaged in teaching each other. 4

🔑 S187079

Strategy Rationale

Teachers were reminded during professional development and in preplanning that students do not learn from people that they don't like. (Rita Pierson)
With this in mind, students also retain and master material when they are required to teach it; hence, student-to-student discourse and active participation is the focus.

Action Step 1 5

Conduct Book Study "What Great Teachers Do Differently" by Todd Whitaker

Person Responsible

Pamela Mullen

Schedule

On 12/18/2015

Evidence of Completion

Admin observation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S2 Book study "What Great Teachers Do Differently" by Todd Whitaker and use of WHole rain Strategies. 4

S187080

Strategy Rationale

Whole Brain techniques help to establish focus, routines and procedures, and to ensure active participation during instruction. Using effective strasgies will increase student achievement.

Action Step 1 5

Train teachers in FLorida Standards

Person Responsible

Pamela Mullen

Schedule

Quarterly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Observation, CWT

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Admin will look for student engagement activities that follow CCSS

Person Responsible

Pamela Mullen

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

CWT, evaluation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Student engagement activities

Person Responsible

Julie Pearson

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

CWT, observation, FCAT data, Discovery Ed data

G1.B3 Behaviors (Negative) 2

B175799

G1.B3.S1 B.U.G. Ticket -Being Un"bee"lieveably Good - Student Reward Ticket 4

S187081

Strategy Rationale

Our school has embraced the Positive Behavior School system in which teachers use positive praise and reward systems to teach and encourage desired behaviors. Teachers are asked to teach the the students the schools' three expectations and the monthly core value and to reinforce them throughout the day: Be respectful, be responsible, and be safe.

Action Step 1 5

B.U.G. Ticket for displaying - Being Un"bee"lieveably Good Behavior

Person Responsible

Julie Pearson

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

The number of B.U.G. tickets awarded to all students.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers are given ten B.U.G. tickets to distribute each month

Person Responsible

Julie Pearson

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

The number of tickets awarded to all students.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The number of office discipline referrals will decrease as positive behavior increases.

Person Responsible

Julie Pearson

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

The number of tickets awarded to students.

G1.B3.S2 Classroom Infraction Reports 4

S187082

Strategy Rationale

The classroom infraction reports serve two main purposes. First, this requires teachers to try different strategies including making parent contact prior to referring a student to the office. Also, the classroom infraction report provides documentation which can be useful for referring students to Rti and/or counseling.

Action Step 1 5

Implementation of classroom infraction reports

Person Responsible

Julie Pearson

Schedule

Daily, from 8/17/2015 to 5/26/2016

Evidence of Completion

The infractions reports will be filed as evidence.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Students will only be allowed to receive an office referral if they are sent to the office with the completed infraction report that requires the teacher to have previously contacted the parent/ guardian about the student's behavior.

Person Responsible

Julie Pearson

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

The assistant principal will keep all submitted infraction reports. Any behavior that results in a referral will be entered into the Response to Intervention for Behavior Database (RtI:B) which is a reporting system that allows us to monitor and analyze student behavior on campus, based upon location of the event, grade level, teacher, time of day, and type of infraction. This data will assist our staff in being proactive in addressing possible incidents before they occur.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Book Study, What Great Teachers Do Differently by Todd Whitaker

Person Responsible

Julie Pearson

Schedule

Weekly, from 8/17/2015 to 12/18/2015

Evidence of Completion

Classroom Walk-Throughs/Teacher Observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Admin will conduct walk-throughs to ensure that routines and procedures are in place.

Person Responsible

Pamela Mullen

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Admin will conduct both formal and informal classroom observations. Feedback will frequently be provided to teachers.

G2. Maintain a positive student learning environment by increasing appropriate behaviors. `1`

G067852

G2.B1 Parental support `2`

B175800

G2.B1.S1 Send home brochures on PBS program at Pleasant Grove. `4`

S187083

Strategy Rationale

Informing parents of PBS (Positive Behavior Support) program at school will help gain support of parents.

Action Step 1 `5`

Brochures

Person Responsible

Julie Pearson

Schedule

On 8/17/2015

Evidence of Completion

Response from parents on program

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

G2.B2 Student Motivation 2

🔧 B175801

G2.B2.S1 Having BUG awards given for students with positive behavior. Winners get a weekly treat, and their BUG goes in to an end-of-the-year celebration at which the student has an opportunity to win a prize. 4

🔧 S187084

Strategy Rationale

The purpose of using the BUG awards is to teach and promote the desired respectful, responsible, and safe behaviors.

Action Step 1 5

When students have positive behavior, teachers award students with BUG tickets. All faculty and staff participate including administration, office staff, bus drivers and custodial.

Person Responsible

Julie Pearson

Schedule

Daily, from 8/17/2015 to 5/26/2016

Evidence of Completion

Number of discipline reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitoring discipline referrals at end of each grading period

Person Responsible

Julie Pearson

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

School Wide Behavior Montioring Data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Number of discipline reports

Person Responsible

Julie Pearson

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data from School wide Behavior plan.

G2.B2.S2 Implement Whole Brain techniques in classroom `4`

🔑 S187085

Strategy Rationale

Whole Brain techniques support routines and procedures that enable the teacher and students to have engaging lessons and activities in the classroom.

Action Step 1 `5`

Teacher trained in Whole Brain Techniques

Person Responsible

Pamela Mullen

Schedule

Annually, from 8/17/2015 to 5/26/2016

Evidence of Completion

Sign in sheets from trainings, observation during CWT

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Utilizing Whole Brain strategies

Person Responsible

Pamela Mullen

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

CWT, observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

More student engagement and more learning taking occurring.

Person Responsible

Schedule

Evidence of Completion

FCAt data, school wide behavior data

G2.B2.S3 Kagan Summer training 4

S187086

Strategy Rationale

Utilizing Kagan techniques support routines and procedures that enable the teacher and students to have engaging lessons and activities in the classroom.

Action Step 1 5

Kagan Summer Training for teacher k-5

Person Responsible

Pamela Mullen

Schedule

Annually, from 8/3/2015 to 8/3/2015

Evidence of Completion

Sign in sheet for training

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Person Responsible

Schedule

Evidence of Completion

G3. Increase differentiated instruction across content areas through the use of small group instruction. 1

G067853

G3.B1 Attendance/tardies 2

B175802

G3.B1.S1 Communicate with parents the importance of attendance through call outs, newsletters, MTSS Attendance meetings. 4

S187087

Strategy Rationale

By communicating with parents the importance of not missing instructional time, we will increase attendance.

Action Step 1 5

For students with an over abundance of absences, conduct MTSS attendance meetings

Person Responsible

Pamela Mullen

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Documentation of meeting

Action Step 2 5

Attendance mentioned in Monthly Newsletter

Person Responsible

Pamela Mullen

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Copies of newsletters

Action Step 3 `5`

School messenger system for school call out

Person Responsible

Pamela Mullen

Schedule

Daily, from 8/17/2015 to 5/26/2016

Evidence of Completion

report from School Messenger

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Monitor daily attendance rate monthly

Person Responsible

Pamela Mullen

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Reports from Focus (attendance)

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Conducts classroom walk throughs and monitor plan books for differentiation

Person Responsible

Pamela Mullen

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

CWT, E3 evaluation tool

G3.B3 Technology issues (having enough computers or server being down) 2

B175804

G3.B3.S1 Spread out teachers/classes when testing 4

S187088

Strategy Rationale

When a large number of students are on the server at the same time, the server goes down. That is why we are using a schedule that will allow all students to be tested over a period of time.

Action Step 1 5

Spread out testing when conducting online assessments

Person Responsible

Julie Pearson

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Copies of schedules

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Scheduling spread out as much as possible.

Person Responsible

Julie Pearson

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Copies of testing schedules

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

G3.B3.S2 Purchase additional computers/laptops 4

🔑 S187089

Strategy Rationale

As more of the curriculum is being tested online, the technology needs are growing. Purchasing additional computers/laptops will ensure that every child has plenty of time and the correct tools to show what they know.

Action Step 1 5

Determine technology needs by surveys and reviewing current computers in place.

Person Responsible

Pamela Mullen

Schedule

Annually, from 8/17/2015 to 5/26/2016

Evidence of Completion

Inventory sheet

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Purchasing additional computers

Person Responsible

Pamela Mullen

Schedule

Annually, from 8/17/2015 to 5/26/2016

Evidence of Completion

Inventory

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 [7]

Determining if technical issues improved by teacher survey/questionnaire/observation.

Person Responsible

Pamela Mullen

Schedule

Annually, from 8/17/2015 to 5/26/2016

Evidence of Completion

Surveys from teachers

G3.B3.S3 Use Write Score to assess students and provide useful data. [4]

🔑 S187090

Strategy Rationale

Write Score Data will be used to differentiate writing instruction.

Action Step 1 [5]

Students will be assessed using Write Score, and teachers will use data to differentiate writing instruction.

Person Responsible

Julie Pearson

Schedule

Weekly, from 9/1/2015 to 1/29/2016

Evidence of Completion

Write Score data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Conduct Book Study "What Great Teachers Do Differently" by Todd Whitaker	Mullen, Pamela	8/10/2015	Admin observation	12/18/2015 one-time
G1.B1.S2.A1	Train teachers in FLorida Standards	Mullen, Pamela	8/17/2015	Observation, CWT	5/26/2016 quarterly
G1.B3.S1.A1	B.U.G. Ticket for displaying - Being Un"bee"lieveably Good Behavior	Pearson, Julie	8/17/2015	The number of B.U.G. tickets awarded to all students.	5/26/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A1	Implementation of classroom infraction reports	Pearson, Julie	8/17/2015	The infractions reports will be filed as evidence.	5/26/2016 daily
G2.B1.S1.A1	Brochures	Pearson, Julie	8/17/2015	Response from parents on program	8/17/2015 one-time
G2.B2.S1.A1	When students have positive behavior, teachers award students with BUG tickets. All faculty and staff participate including administration, office staff, bus drivers and custodial.	Pearson, Julie	8/17/2015	Number of discipline reports	5/26/2016 daily
G2.B2.S2.A1	Teacher trained in Whole Brain Techniques	Mullen, Pamela	8/17/2015	Sign in sheets from trainings, observation during CWT	5/26/2016 annually
G2.B2.S3.A1	Kagan Summer Training for teacher k-5	Mullen, Pamela	8/3/2015	Sign in sheet for training	8/3/2015 annually
G3.B1.S1.A1	For students with an over abundance of absences, conduct MTSS attendance meetings	Mullen, Pamela	8/17/2015	Documentation of meeting	5/26/2016 monthly
G3.B3.S1.A1	Spread out testing when conducting online assessments	Pearson, Julie	8/17/2015	Copies of schedules	5/26/2016 weekly
G3.B3.S2.A1	Determine technology needs by surveys and reviewing current computers in place.	Mullen, Pamela	8/17/2015	Inventory sheet	5/26/2016 annually
G3.B3.S3.A1	Students will be assessed using Write Score, and teachers will use data to differentiate writing instruction.	Pearson, Julie	9/1/2015	Write Score data	1/29/2016 weekly
G3.B1.S1.A2	Attendance mentioned in Monthly Newsletter	Mullen, Pamela	8/17/2015	Copies of newsletters	5/26/2016 monthly
G3.B1.S1.A3	School messenger system for school call out	Mullen, Pamela	8/17/2015	report from School Messenger	5/26/2016 daily
G1.MA1	BUG (Being Unbelievably Good) Tickets	Pearson, Julie	8/17/2015	The number of tickets awarded to students.	5/26/2016 weekly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	The number of office discipline referrals will decrease as positive behavior increases.	Pearson, Julie	8/18/2014	The number of tickets awarded to students.	5/29/2015 weekly
G1.B3.S1.MA1	Teachers are given ten B.U.G. tickets to distribute each month	Pearson, Julie	8/18/2014	The number of tickets awarded to all students.	5/29/2015 weekly
G1.B1.S2.MA1	Student engagement activities	Pearson, Julie	8/17/2015	CWT, observation, FCAT data, Discovery Ed data	5/26/2016 weekly
G1.B1.S2.MA1	Admin will look for student engagement activities that follow CCSS	Mullen, Pamela	8/17/2015	CWT, evaluation	5/26/2016 weekly
G1.B3.S2.MA1	Admin will conduct walk-throughs to ensure that routines and procedures are in place.	Mullen, Pamela	8/17/2015	Admin will conduct both formal and informal classroom observations. Feedback will frequently be provided to teachers.	5/26/2016 weekly
G1.B3.S2.MA1	Students will only be allowed to receive an office referral if they are sent to the office with the completed infraction report that requires the teacher to have previously contacted the parent/ guardian about the student's behavior.	Pearson, Julie	8/17/2015	The assistant principal will keep all submitted infraction reports. Any behavior that results in a referral will be entered into the Response to Intervention for Behavior Database (RtI:B) which is a reporting system that allows us to monitor and analyze student behavior on campus, based upon location of the event, grade level, teacher, time of day, and type of infraction. This data will assist our staff in being proactive in addressing possible incidents before they occur.	5/26/2016 weekly
G1.B3.S2.MA3	Book Study, What Great Teachers Do Differently by Todd Whitaker	Pearson, Julie	8/17/2015	Classroom Walk-Throughs/Teacher Observations	12/18/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Number of discipline referrals	Pearson, Julie	8/17/2015	Data from School Wide Behavior Plan	5/26/2016 weekly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	Number of discipline reports	Pearson, Julie	8/18/2014	Data from School wide Behavior plan.	5/29/2015 quarterly
G2.B2.S1.MA1	Monitoring discipline referrals at end of each grading period	Pearson, Julie	8/18/2014	School Wide Behavior Montioring Data	5/29/2015 quarterly
G2.B2.S2.MA1	More student engagement and more learning taking occurring.		FCAt data, school wide behavior data	once	
G2.B2.S2.MA1	Utilizing Whole Brain strategies	Mullen, Pamela	8/18/2014	CWT, observations	5/29/2015 weekly
G2.B2.S3.MA1	[no content entered]			one-time	
G2.B2.S3.MA1	[no content entered]			one-time	
G3.MA1	School leadership team will review attendance and student performance data	Mullen, Pamela	8/17/2015	Attendance rates, performance data, grades	5/26/2016 monthly
G3.B1.S1.MA1	Conducts classroom walk throughs and monitor plan books for differentiation	Mullen, Pamela	8/17/2015	CWT, E3 evaluation tool	5/26/2016 weekly
G3.B1.S1.MA1	Monitor daily attendance rate monthly	Mullen, Pamela	8/17/2015	Reports from Focus (attendance)	5/26/2016 monthly
G3.B3.S1.MA1	[no content entered]			one-time	
G3.B3.S1.MA1	Scheduling spread out as much as possible.	Pearson, Julie	8/17/2015	Copies of testing schedules	5/26/2016 weekly
G3.B3.S2.MA1	Determining if technical issues improved by teacher survey/ questionnaire/observation.	Mullen, Pamela	8/17/2015	Surveys from teachers	5/26/2016 annually
G3.B3.S2.MA1	Purchasing additional computers	Mullen, Pamela	8/17/2015	Inventory	5/26/2016 annually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student engagement during instructional delivery through the use of purposeful peer to peer discourse.

G1.B1 Student Motivation

G1.B1.S1 Students learn more when they are actively engaged in teaching each other.

PD Opportunity 1

Conduct Book Study "What Great Teachers Do Differently" by Todd Whitaker

Facilitator

Admin

Participants

Teacher Learning Community

Schedule

On 12/18/2015

G1.B1.S2 Book study "What Great Teachers Do Differently" by Todd Whitaker and use of WHole rain Strategies.

PD Opportunity 1

Train teachers in FLorida Standards

Facilitator

Admin

Participants

Classroom teachers

Schedule

Quarterly, from 8/17/2015 to 5/26/2016

G2. Maintain a positive student learning environment by increasing appropriate behaviors.

G2.B2 Student Motivation

G2.B2.S1 Having BUG awards given for students with positive behavior. Winners get a weekly treat, and their BUG goes in to an end-of-the-year celebration at which the student has an opportunity to win a prize.

PD Opportunity 1

When students have positive behavior, teachers award students with BUG tickets. All faculty and staff participate including administration, office staff, bus drivers and custodial.

Facilitator

School Leadership Team

Participants

All faculty and staff

Schedule

Daily, from 8/17/2015 to 5/26/2016

G2.B2.S2 Implement Whole Brain techniques in classroom

PD Opportunity 1

Teacher trained in Whole Brain Techniques

Facilitator

Jamie Rickman

Participants

Various classroom teachers

Schedule

Annually, from 8/17/2015 to 5/26/2016

G2.B2.S3 Kagan Summer training

PD Opportunity 1

Kagan Summer Training for teacher k-5

Facilitator

Admin and Kagan facilitator

Participants

Teachers K-5

Schedule

Annually, from 8/3/2015 to 8/3/2015

G3. Increase differentiated instruction across content areas through the use of small group instruction.

G3.B3 Technology issues (having enough computers or server being down)

G3.B3.S3 Use Write Score to assess students and provide useful data.

PD Opportunity 1

Students will be assessed using Write Score, and teachers will use data to differentiate writing instruction.

Facilitator

Admin

Participants

2nd -5th Grade Teachers

Schedule

Weekly, from 9/1/2015 to 1/29/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Conduct Book Study "What Great Teachers Do Differently" by Todd Whitaker			$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0451 - Pleasant Grove Elementary Schl	Title I Part A		$600.00
2	**G1.B1.S2.A1**	**Train teachers in FLorida Standards**			**$0.00**
3	**G1.B3.S1.A1**	**B.U.G. Ticket for displaying - Being Un"bee"lieveably Good Behavior**			**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$2,000.00
4	**G1.B3.S2.A1**	**Implementation of classroom infraction reports**			**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$500.00
5	**G2.B1.S1.A1**	**Brochures**			**$0.00**
6	**G2.B2.S1.A1**	**When students have positive behavior, teachers award students with BUG tickets. All faculty and staff participate including administration, office staff, bus drivers and custodial.**			**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$2,000.00
			Notes: Student recognition awards for PBS			
7	**G2.B2.S2.A1**	**Teacher trained in Whole Brain Techniques**			**$0.00**
8	**G2.B2.S3.A1**	**Kagan Summer Training for teacher k-5**			**$6,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0451 - Pleasant Grove Elementary Schl	Title I Part A		$6,000.00
			Notes: Military Grant			
9	**G3.B1.S1.A1**	**For students with an over abundance of absences, conduct MTSS attendance meetings**			**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$500.00
10	**G3.B1.S1.A2**	**Attendance mentioned in Monthly Newsletter**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$500.00
11	**G3.B1.S1.A3**	**School messenger system for school call out**				**$0.00**
12	**G3.B3.S1.A1**	**Spread out testing when conducting online assessments**				**$0.00**
13	**G3.B3.S2.A1**	**Determine technology needs by surveys and reviewing current computers in place.**				**$80,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$30,000.00
			Notes: Military grant			
			District-Wide	Title I Part A		$50,000.00
14	**G3.B3.S3.A1**	**Students will be assessed using Write Score, and teachers will use data to differentiate writing instruction.**				**$6,640.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0451 - Pleasant Grove Elementary Schl	Title I Part A		$6,640.00
					Total:	**$98,740.00**