Pleasant Grove Elementary School

2017-18 Schoolwide Improvement Plan

Pleasant Grove Elementary School

10789 SORRENTO RD, Pensacola, FL 32507

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Pleasant Grove Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at Pleasant Grove Elementary is to encourage learning and creativity that will prepare our students for success and lifelong learning.

b. 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.

2. School Environment

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

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

b. 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!"

c. 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 for 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.

d. 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 students with counseling needs. The RtI 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 the 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	7	14	9	15	13	0	0	0	0	0	0	0	59
One or more suspensions	0	4	5	6	3	8	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	5	10	15	11	16	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	3	21	36	0	0	0	0	0	0	0	60

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	5	7	9	9	14	0	0	0	0	0	0	0	44

c. 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Pleasant Grove Elementary receives TITLE I, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in TITLE I, Part A programs.

2. 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.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Mullen, Pamela	Principal
Duvall, Julie	Assistant Principal
Forbes, Cheyanne	Teacher, K-12
Blackmon, Dyana	Teacher, K-12
Roy, Kaylin	Teacher, K-12
Schultheis, Sarah	Teacher, K-12
Wood, Carrie	Teacher, K-12
Cheney, Elizabeth	Teacher, ESE
Blackburn, Matthew	Teacher, K-12
Macdonald, Heather	Teacher, K-12

b. Duties

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

The 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.

2. 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 RtI 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 I, 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.

TitleI1, 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 I, Part D: Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, 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 in the 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 school's Behavior Management Plan, we provide training for faculty, staff, and 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 I 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

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Mullen, Pam	Principal
Downs, Alice	Business/Community
Melody Vanwitzenburg	Parent
Jordan Jackson	Teacher
Amy Diaz	Parent
Coralli Golson	Parent
Hope Jamerson	Parent
Laveren Robinson	Parent
Timothy Chandler	Parent
Rachel Baker	Parent
Kirstie Pursell	Parent
Alesha Hughes	Parent
Patricia Brown	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. 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.

b. Development of this school improvement plan

The School Advisory Council assists in the preparation and evaluation of the School Improvement Plan and helps 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.

c. 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.

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

Not Applicable

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Brown, Josephine	Teacher, K-12
Holliday, Meghan	Teacher, K-12
Mullen, Pamela	Principal
Duvall, Julie	Assistant Principal
Wood, Carrie	Teacher, K-12
Larsen, Carol	Teacher, K-12
Alford, Gayle	Teacher, K-12
Schultheis, Sarah	Teacher, K-12
Smith, Sherron	Teacher, K-12
Forbes, Cheyanne	Teacher, K-12
Cheney, Elizabeth	Teacher, ESE
Suarez, Kristi	Teacher, K-12
Simons, Julie	Teacher, K-12
Urban, Amy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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 certified mentors to assist and evaluate their first years.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

STAR 360 is administered three/four times a year. After each assessment, teachers and admin review data. With STAR, 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.

2. 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: Weekend Program

Minutes added to school year: 21,600

Students attending will be paired (Military/Non Military) and will be working with the MWR from the Naval Base on excursions to different sites.

Strategy Rationale

This grant is to work on the social emotional needs of military and non-military students, helping to make transitions smoother and in turn helping with academics.

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 STAR 360 Assessment will be monitored to track student progress.

Strategy: Summer Program

Minutes added to school year: 54,000

Students attending summer leadership camps will be paired (Military/Non Military) and will be working with the MWR from the Naval Base on excursions to different sites.

Strategy Rationale

This grant is to work on the social emotional needs of military and non-military students, helping to make transitions smoother and in turn helping with academics.

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 STAR 360 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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 and 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 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 these students coming in to our Kindergarten classrooms. Our teachers do an outstanding job of transitioning preschool children into our public education system.

b. College and Career Readiness

1. 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

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

Not applicable

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. Implement short and long terms efforts and improve inclusive educational practices, as measured by the BPIE.

G2. Increase student engagement during instructional delivery through the use of purposeful peer to peer discourse.

G3. Maintain a positive student learning environment by increasing appropriate behaviors.

G4. 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Implement short and long terms efforts and improve inclusive educational practices, as measured by the BPIE. 1a

🔑 G098987

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - SWD	80.0

Targeted Barriers to Achieving the Goal 3

- Not as many opportunities and resources being provided for families of students with disabilities (SWDs).

Resources Available to Help Reduce or Eliminate the Barriers 2

- FDLRS

- Online resources of programs utilized by school.

- Providing translated materials for ESOL students.

- Offering electronic communication options to solely communicate with parents.

Plan to Monitor Progress Toward G1. 8

Comparative data from Star and AR

Person Responsible
Julie Duvall

Schedule
Triannually, from 8/28/2017 to 5/23/2018

Evidence of Completion
Percentage of students making learning gains

G2. Increase student engagement during instructional delivery through the use of purposeful peer to peer discourse. `1a`

🔍 G098988

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Student Motivation

- Behaviors (Negative)

Resources Available to Help Reduce or Eliminate the Barriers `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

- Administering PBIS Tickets During Instruction

- Use of Technology in Lessons

- Manipulatives-Peer Share

- Science Swap Days

- Paired Reading

- Science Day

- Book Studies

- STEAM activites

- Anchored 4 Life program

- Student Academic Teams

Plan to Monitor Progress Toward G2. 8

BUG (Being Unbelievably Good) Tickets

Person Responsible
Julie Duvall

Schedule
Weekly, from 8/17/2017 to 5/16/2018

Evidence of Completion
The number of tickets awarded to students.

G3. Maintain a positive student learning environment by increasing appropriate behaviors. `1a`

🔑 G098989

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Parental Support

- Student Motivation

Resources Available to Help Reduce or Eliminate the Barriers `2`

- PBIS 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

- Student of the Month Display in Front Hallway

- Kid Beeps (Positive Notes Home)

- Capturing Kid's Hearts

- MCEC

- Anchored 4 Life

- Class Dojo

- Innovation Center

- Ensign mentors

Plan to Monitor Progress Toward G3. `8`

Number of discipline referrals

Person Responsible
Julie Duvall

Schedule
Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion
Data from school wide behavior plan

G4. Increase differentiated instruction across content areas through the use of small group instruction. `1a`

🔑 G098990

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Attendance/Tardies

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

- Student/Teacher ratio

Resources Available to Help Reduce or Eliminate the Barriers `2`

- 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

- New technology training for teachers

- Use of chromebooks at home for grades 3-5

- Star 360

- Cross-curricular lessons

Plan to Monitor Progress Toward G4. 8

School leadership team will review attendance and student performance data

Person Responsible
Pamela Mullen

Schedule
Monthly, from 8/10/2017 to 5/23/2018

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. Implement short and long terms efforts and improve inclusive educational practices, as measured by the BPIE. 1

🔑 G098987

G1.B1 Not as many opportunities and resources being provided for families of students with disabilities (SWDs). 2

🔑 B266527

G1.B1.S1 Send resources home with students and provide access to online resources. 4

🔑 S282409

Strategy Rationale

It is important for families to understand ways to support their child's learning goals and objectives at home and in community settings.

Action Step 1 5

Provide access to online resources

Person Responsible

Julie Duvall

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Usage report of students found in programs

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

Monitor usage data of online programs and feedback from surveys

Person Responsible

Pamela Mullen

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

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

Teachers and administration will monitor data from online resources

Person Responsible

Julie Duvall

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Star and AR

G2. Increase student engagement during instructional delivery through the use of purposeful peer to peer discourse. 1

🔑 G098988

G2.B1 Student Motivation 2

🔑 B266528

G2.B1.S1 Students learn more when they are actively engaged in teaching each other. 4

🔑 S282411

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

Person Responsible

Pamela Mullen

Schedule

Weekly, from 8/21/2017 to 12/15/2017

Evidence of Completion

Admin observation

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

Admin will meet with book study group to guide discussion. Also, they will conduct walk throughs to observe use of strategies and skills.

Person Responsible

Pamela Mullen

Schedule

Weekly, from 8/21/2017 to 12/15/2017

Evidence of Completion

Observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Data chats, admin walk throughs and observation

Person Responsible

Julie Duvall

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

We will monitor data to determine if strategies are effecting student learning.

G2.B1.S2 Book study "Teach Like A Pirate and use of Kagan, Thinking Maps, Whole Brain, and standards based instruction strategies 4

🔑 S282412

Strategy Rationale

The use of WB, Kagan and TM techniques help to establish focus, routines and procedures, and to ensure active participation during instruction. Using effective strategies will increase student achievement.

Action Step 1 5

Train teachers in Standards based instruction.

Person Responsible

Pamela Mullen

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Observation, CWT

Action Step 2 5

Conduct Book Study

Person Responsible

Pamela Mullen

Schedule

On 4/27/2018

Evidence of Completion

Admin observation

Plan to Monitor Fidelity of Implementation of G2.B1.S2 [6]

Admin will look for student engagement activities that follow Florida Standards

Person Responsible

Pamela Mullen

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

CWT, evaluation

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 [7]

Student engagement activities

Person Responsible

Julie Duvall

Schedule

Weekly, from 1/3/2018 to 5/23/2018

Evidence of Completion

CWT, observations, FSA data,

G2.B1.S3 Purchase new Ipads for teachers and students to use with Apple TV as well as student learning. `4`

`S282413`

Strategy Rationale

Having technology allows for engaging activities for students and teachers.

Action Step 1 `5`

Purchase Ipads for teachers

Person Responsible

Pamela Mullen

Schedule

On 11/3/2017

Evidence of Completion

Observation of use during CWT

G2.B3 Behaviors (Negative) `2`

`B266530`

G2.B3.S1 B.U.G. Ticket -Being Un"bee"lieveably Good - Student Reward Ticket `4`

`S282414`

Strategy Rationale

Our school has embraced the Positive Behavior Infraction Support system in which teachers use positive praise and reward systems to teach and encourage desired behaviors. Teachers teach the school's three expectations and the monthly core values to their students and 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 Duvall

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

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

Person Responsible

Julie Duvall

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

The number of tickets awarded to all students.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

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

Person Responsible

Julie Duvall

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

The number of PBS tickets awarded to students.

G2.B3.S2 Classroom Infraction Reports [4]

🔑 S282415

Strategy Rationale

The 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 Duvall

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

The infractions reports will be filed as evidence.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 [6]

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

Person Responsible

Julie Duvall

Schedule

Weekly, from 8/10/2017 to 5/23/2018

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). This 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 G2.B3.S2 `6`

Book Study-

Person Responsible

Julie Duvall

Schedule

Weekly, from 8/10/2017 to 12/15/2017

Evidence of Completion

Classroom Walk-Throughs/Teacher Observations

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

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

Person Responsible

Pamela Mullen

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Administration will conduct both formal and informal classroom observations. Frequent feedback will be provided to teachers.

G3. Maintain a positive student learning environment by increasing appropriate behaviors. 1

🔑 G098989

G3.B1 Parental Support 2

🔑 B266531

G3.B1.S1 Send home brochures on PBIS program at Pleasant Grove, talk to parents at Open House about PBIS and send home monthly PBIS newsletters. 4

🔑 S282416

Strategy Rationale

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

Action Step 1 5

Brochures

Person Responsible

Julie Duvall

Schedule

On 8/17/2017

Evidence of Completion

Response from parents on program via parent surveys

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

Student and parent surveys

Person Responsible

Pamela Mullen

Schedule

Quarterly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Collect student and parent surveys quarterly

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Student and parent surveys

Person Responsible

Pamela Mullen

Schedule

Quarterly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Student and parent surveys given quarterly.

G3.B2 Student Motivation 2

🔑 B266532

G3.B2.S1 BUG awards given for students with positive behavior on each grade level. Winners get a weekly treat and all their BUGs can be used to earn prizes at the end of the year Roadrunner Raffle. 4

🔑 S282417

Strategy Rationale

The purpose of using the BUG awards is to teach and promote the desired respectful, responsible, and safe behaviors as well as the monthly core values.

Action Step 1 5

When students have positive behavior, teachers give students BUG tickets. All faculty and staff participate including administration, office staff, bus drivers, cafeteria workers, and custodians.

Person Responsible

Julie Duvall

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

Number of discipline reports

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitoring discipline referrals at end of each grading period

Person Responsible

Julie Duvall

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

School Wide Behavior Montioring Data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Number of discipline reports

Person Responsible

Julie Duvall

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Data from school wide behavior plan.

G3.B2.S2 Implement Personalized Learning techniques in classroom 4

🔑 S282418

Strategy Rationale

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

Action Step 1 5

Teachers attend MCEC training

Person Responsible

Pamela Mullen

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Observations during CWT

Action Step 2 5

Teachers attend Capturing Kid's Hearts training

Person Responsible

Julie Duvall

Schedule

Daily, from 8/3/2017 to 5/23/2018

Evidence of Completion

Observations using CWT

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

Utilizing MCEC strategies

Person Responsible

Pamela Mullen

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

CWT, observations

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

Utilizing Capturing Kid's Hearts strategies

Person Responsible

Julie Duvall

Schedule

Daily, from 8/3/2017 to 5/23/2018

Evidence of Completion

Information gathered through CWT and observations

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

More student engagement with more learning taking place.

Person Responsible

Julie Duvall

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

FSA and FCAT data, school wide behavior data

G3.B2.S3 Thinking Maps training 4

S282419

Strategy Rationale

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

Action Step 1 5

Thinking Maps training

Person Responsible

Pamela Mullen

Schedule

Annually, from 6/1/2016 to 6/1/2017

Evidence of Completion

Sign in sheet for training

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Student data

Person Responsible

Pamela Mullen

Schedule

On 5/31/2018

Evidence of Completion

Data

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

Student data and observation

Person Responsible

Julie Duvall

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Student data

G4. Increase differentiated instruction across content areas through the use of small group instruction. `1`

🔍 G098990

G4.B1 Attendance/Tardies `2`

🔍 B266533

G4.B1.S1 Communicate with parents the importance of attendance through call outs, newsletters, attendance meetings. `4`

🔍 S282420

Strategy Rationale

We will increase attendance by communicating to parents the importance of not missing instructional time.

Action Step 1 `5`

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

Person Responsible

Pamela Mullen

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Documentation of meeting

Action Step 2 `5`

Attendance mentioned in monthly newsletter

Person Responsible

Pamela Mullen

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Copies of newsletters

Action Step 3 `5`

School messenger system for school call out

Person Responsible

Pamela Mullen

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

report from School Messenger

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Monitor daily attendance rate

Person Responsible

Pamela Mullen

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Reports from Focus (attendance)

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Conducts classroom walk-throughs and monitors plan books for differentiation

Person Responsible

Pamela Mullen

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

CWT, E3 evaluation tool

G4.B3 Technology Issues (having enough computers or server being down) 2

🔑 B266535

G4.B3.S1 Spread out teachers/classes when testing 4

🔑 S282421

Strategy Rationale

When a large number of students are on the server at the same time, the server goes down. This is why we are using a schedule in grades K-1 which will allow all students to be tested over a period of time.

Action Step 1 5

Spread out testing when conducting online assessments for grades K-1

Person Responsible

Julie Duvall

Schedule

Weekly, from 8/17/2017 to 5/23/2018

Evidence of Completion

Copies of schedules

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Scheduling is spread out as much as possible in grades K-1 to facilitate uninterrupted testing

Person Responsible

Julie Duvall

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Copies of testing schedules

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Use of teacher surveys and communications at meetings

Person Responsible

Pamela Mullen

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Surveys from teachers

G4.B3.S2 Use of purchased Chromebooks for testing of grades 2-5. `4`

🔑 S282422

Strategy Rationale

As more of the curriculum is being tested online, technology needs are growing. The purchase of Chromebooks will ensure that every child has plenty of time and the correct tools to show what they know.

Action Step 1 `5`

Students will use purchased Chromebooks for testing in grades 2-5.

Person Responsible

Pamela Mullen

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Inventory sheet

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Teachers will monitor use of the Chromebooks during testing of grades 2-5

Person Responsible

Pamela Mullen

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Inventory

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

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

Person Responsible

Pamela Mullen

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Surveys from teachers

G4.B3.S3 Use Write Score to assess students and provide useful data. 4

S282423

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 Duvall

Schedule

Weekly, from 9/1/2017 to 1/31/2018

Evidence of Completion

Write Score data

Plan to Monitor Fidelity of Implementation of G4.B3.S3 6

Use of data from Write Score to differentiate instruction through small group activities

Person Responsible

Pamela Mullen

Schedule

On 1/31/2018

Evidence of Completion

CWT, grade level meetings and observations

Plan to Monitor Effectiveness of Implementation of G4.B3.S3 `7`

Meet with grade levels to check for differentiation

Person Responsible

Pamela Mullen

Schedule

On 1/31/2018

Evidence of Completion

Grade level minutes

G4.B3.S4 Purchase Ipads for students and teachers to use with Apple TVs. `4`

`S282424`

Strategy Rationale

Action Step 1 `5`

Purchase Ipads

Person Responsible

Pamela Mullen

Schedule

On 11/3/2017

Evidence of Completion

Observation of use

G4.B4 Student/Teacher ratio [2]

🔑 B266536

G4.B4.S1 Attend small group/standards based training. [4]

🔑 S282425

Strategy Rationale

Use of small group differentiated instruction will increase student engagement and knowledge

Action Step 1 [5]

Teachers will utilize the strategies from the standards based training.

Person Responsible

Pamela Mullen

Schedule

Daily, from 7/11/2017 to 5/23/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B4.S1 [6]

Administration will conduct classroom walk-throughs and observations to make sure strategies are being utilized

Person Responsible

Pamela Mullen

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

CWT notes and observations

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 `7`

Administration will conduct classroom walk-throughs and observations

Person Responsible

Julie Duvall

Schedule

Weekly, from 8/10/2017 to 5/23/2018
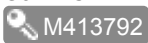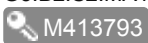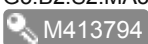
Evidence of Completion

CWT notes and E3 notes
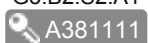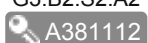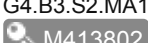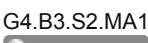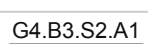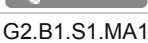
IV. Implementation Timeline

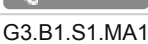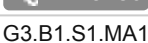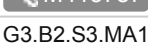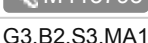| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S1.MA1 M413788	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.MA1 M413789	[no content entered]		No Start Date		No End Date one-time
G2.B3.S1.MA1 M413780	The number of office discipline referrals will decrease as positive behavior increases.	Duvall, Julie	8/10/2016	The number of PBS tickets awarded to students.	5/24/2017 weekly
G2.B3.S1.MA1 M413781	Teachers are given B.U.G. tickets to distribute each month	Duvall, Julie	8/10/2016	The number of tickets awarded to all students.	5/24/2017 monthly
G3.B2.S3.A1 A381113	Thinking Maps training	Mullen, Pamela	6/1/2016	Sign in sheet for training	6/1/2017 annually
G3.B1.S1.A1 A381109	Brochures	Duvall, Julie	8/10/2017	Response from parents on program via parent surveys	8/17/2017 one-time
G2.B1.S3.A1 A381106	Purchase Ipads for teachers	Mullen, Pamela	8/31/2017	Observation of use during CWT	11/3/2017 one-time
G4.B3.S4.A1 A381120	Purchase Ipads	Mullen, Pamela	8/31/2017	Observation of use	11/3/2017 one-time
G2.B1.S1.MA1 M413777	Admin will meet with book study group to guide discussion. Also, they will conduct walk throughs...	Mullen, Pamela	8/21/2017	Observations	12/15/2017 weekly
G2.B1.S1.A1 A381103	Conduct Book Study	Mullen, Pamela	8/21/2017	Admin observation	12/15/2017 weekly
G2.B3.S2.MA3 M413784	Book Study-	Duvall, Julie	8/10/2017	Classroom Walk-Throughs/Teacher Observations	12/15/2017 weekly
G4.B3.S3.MA1 M413804	Meet with grade levels to check for differentiation	Mullen, Pamela	9/1/2017	Grade level minutes	1/31/2018 one-time
G4.B3.S3.MA1 M413805	Use of data from Write Score to differentiate instruction through small group activities	Mullen, Pamela	9/1/2017	CWT, grade level meetings and observations	1/31/2018 one-time
G4.B3.S3.A1 A381119	Students will be assessed using Write Score and teachers will use data to differentiate writing...	Duvall, Julie	9/1/2017	Write Score data	1/31/2018 weekly
G2.B1.S2.A2 A381105	Conduct Book Study	Mullen, Pamela	1/9/2018	Admin observation	4/27/2018 one-time
G2.MA1 M413785	BUG (Being Unbelievably Good) Tickets	Duvall, Julie	8/17/2017	The number of tickets awarded to students.	5/16/2018 weekly
G2.B3.S1.A1 A381107	B.U.G. Ticket for displaying - Being Un"bee"lieveably Good Behavior	Duvall, Julie	8/10/2017	The number of B.U.G. tickets awarded to all students.	5/18/2018 weekly
G3.B2.S1.A1 A381110	When students have positive behavior, teachers give students BUG tickets. All faculty and staff...	Duvall, Julie	8/10/2017	Number of discipline reports	5/18/2018 daily
G2.B3.S2.A1 A381108	Implementation of classroom infraction reports	Duvall, Julie	8/10/2017	The infractions reports will be filed as evidence.	5/18/2018 daily
G1.MA1 M413775	Comparative data from Star and AR	Duvall, Julie	8/28/2017	Percentage of students making learning gains	5/23/2018 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1 M413797	Number of discipline referrals	Duvall, Julie	8/10/2017	Data from school wide behavior plan	5/23/2018 weekly
G4.MA1 M413808	School leadership team will review attendance and student performance data	Mullen, Pamela	8/10/2017	Attendance rates, performance data, grades	5/23/2018 monthly
G1.B1.S1.MA1 M413773	Teachers and administration will monitor data from online resources	Duvall, Julie	8/10/2017	Star and AR	5/23/2018 quarterly
G1.B1.S1.MA1 M413774	Monitor usage data of online programs and feedback from surveys	Mullen, Pamela	8/10/2017		5/23/2018 monthly
G1.B1.S1.A1 A381101	Provide access to online resources	Duvall, Julie	8/10/2017	Usage report of students found in programs	5/23/2018 quarterly
G3.B2.S1.MA1 M413790	Number of discipline reports	Duvall, Julie	8/10/2017	Data from school wide behavior plan.	5/23/2018 quarterly
G3.B2.S1.MA1 M413791	Monitoring discipline referrals at end of each grading period	Duvall, Julie	8/10/2017	School Wide Behavior Montioring Data	5/23/2018 quarterly
G4.B1.S1.MA1 M413798	Conducts classroom walk-throughs and monitors plan books for differentiation	Mullen, Pamela	8/10/2017	CWT, E3 evaluation tool	5/23/2018 weekly
G4.B1.S1.MA1 M413799	Monitor daily attendance rate	Mullen, Pamela	8/10/2017	Reports from Focus (attendance)	5/23/2018 monthly
G4.B1.S1.A1 A381114	For students with an over abundance of absences, conduct attendance meetings	Mullen, Pamela	8/10/2017	Documentation of meeting	5/23/2018 monthly
G4.B1.S1.A2 A381115	Attendance mentioned in monthly newsletter	Mullen, Pamela	8/10/2017	Copies of newsletters	5/23/2018 monthly
G4.B1.S1.A3 A381116	School messenger system for school call out	Mullen, Pamela	8/10/2017	report from School Messenger	5/23/2018 daily
G4.B3.S1.MA1 M413800	Use of teacher surveys and communications at meetings	Mullen, Pamela	8/10/2017	Surveys from teachers	5/23/2018 annually
G4.B3.S1.MA1 M413801	Scheduling is spread out as much as possible in grades K-1 to facilitate uninterrupted testing	Duvall, Julie	8/10/2017	Copies of testing schedules	5/23/2018 weekly
G4.B3.S1.A1 A381117	Spread out testing when conducting online assessments for grades K-1	Duvall, Julie	8/17/2017	Copies of schedules	5/23/2018 weekly
G4.B4.S1.MA1 M413806	Administration will conduct classroom walk-throughs and observations	Duvall, Julie	8/10/2017	CWT notes and E3 notes	5/23/2018 weekly
G4.B4.S1.MA1 M413807	Administration will conduct classroom walk-throughs and observations to make sure strategies are...	Mullen, Pamela	8/10/2017	CWT notes and observations	5/23/2018 weekly
G4.B4.S1.A1 A381121	Teachers will utilize the strategies from the standards based training.	Mullen, Pamela	7/11/2017		5/23/2018 daily
G2.B1.S2.MA1 M413778	Student engagement activities	Duvall, Julie	1/3/2018	CWT, observations, FSA data,	5/23/2018 weekly
G2.B1.S2.MA1 M413779	Admin will look for student engagement activities that follow Florida Standards	Mullen, Pamela	8/10/2017	CWT, evaluation	5/23/2018 weekly
G2.B1.S2.A1 A381104	Train teachers in Standards based instruction.	Mullen, Pamela	8/10/2017	Observation, CWT	5/23/2018 quarterly
G2.B3.S2.MA1 M413782	Administration will conduct walk-throughs to ensure routines and procedures are in place.	Mullen, Pamela	8/10/2017	Administration will conduct both formal and informal classroom observations. Frequent feedback will be provided to teachers.	5/23/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S2.MA1 M413783	Students will receive an office referral only if they are sent to the office with the completed...	Duvall, Julie	8/10/2017	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). This 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.	5/23/2018 weekly
G3.B2.S2.MA1 M413792	More student engagement with more learning taking place.	Duvall, Julie	8/10/2017	FSA and FCAT data, school wide behavior data	5/23/2018 monthly
G3.B2.S2.MA1 M413793	Utilizing MCEC strategies	Mullen, Pamela	8/10/2017	CWT, observations	5/23/2018 weekly
G3.B2.S2.MA3 M413794	Utilizing Capturing Kid's Hearts strategies	Duvall, Julie	8/3/2017	Information gathered through CWT and observations	5/23/2018 daily
G3.B2.S2.A1 A381111	Teachers attend MCEC training	Mullen, Pamela	8/10/2017	Observations during CWT	5/23/2018 annually
G3.B2.S2.A2 A381112	Teachers attend Capturing Kid's Hearts training	Duvall, Julie	8/3/2017	Observations using CWT	5/23/2018 daily
G4.B3.S2.MA1 M413802	Determining if technical issues improved by teacher survey/ questionnaire/observation.	Mullen, Pamela	8/10/2017	Surveys from teachers	5/23/2018 annually
G4.B3.S2.MA1 M413803	Teachers will monitor use of the Chromebooks during testing of grades 2-5	Mullen, Pamela	8/10/2017	Inventory	5/23/2018 annually
G4.B3.S2.A1 A381118	Students will use purchased Chromebooks for testing in grades 2-5.	Mullen, Pamela	8/10/2017	Inventory sheet	5/23/2018 annually
G2.B1.S1.MA1 M413776	Data chats, admin walk throughs and observation	Duvall, Julie	8/10/2017	We will monitor data to determine if strategies are effecting student learning.	5/31/2018 weekly
G3.B1.S1.MA1 M413786	Student and parent surveys	Mullen, Pamela	8/31/2017	Student and parent surveys given quarterly.	5/31/2018 quarterly
G3.B1.S1.MA1 M413787	Student and parent surveys	Mullen, Pamela	8/31/2017	Collect student and parent surveys quarterly	5/31/2018 quarterly
G3.B2.S3.MA1 M413795	Student data and observation	Duvall, Julie	8/31/2017	Student data	5/31/2018 monthly
G3.B2.S3.MA1 M413796	Student data	Mullen, Pamela	8/31/2017	Data	5/31/2018 one-time

V. Professional Development Opportunities

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

G2. Increase student engagement during instructional delivery through the use of purposeful peer to peer discourse.

G2.B1 Student Motivation

G2.B1.S1 Students learn more when they are actively engaged in teaching each other.

PD Opportunity 1

Conduct Book Study

Facilitator

Admin

Participants

Teacher Learning Community

Schedule

Weekly, from 8/21/2017 to 12/15/2017

G2.B1.S2 Book study "Teach Like A Pirate and use of Kagan, Thinking Maps, Whole Brain, and standards based instruction strategies

PD Opportunity 1

Train teachers in Standards based instruction.

Facilitator

Admin

Participants

Classroom teachers

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

PD Opportunity 2

Conduct Book Study

Facilitator

Participants

Schedule

On 4/27/2018

G3. Maintain a positive student learning environment by increasing appropriate behaviors.

G3.B2 Student Motivation

G3.B2.S1 BUG awards given for students with positive behavior on each grade level. Winners get a weekly treat and all their BUGs can be used to earn prizes at the end of the year Roadrunner Raffle.

PD Opportunity 1

When students have positive behavior, teachers give students BUG tickets. All faculty and staff participate including administration, office staff, bus drivers, cafeteria workers, and custodians.

Facilitator

School Leadership Team

Participants

All faculty and staff

Schedule

Daily, from 8/10/2017 to 5/18/2018

G3.B2.S2 Implement Personalized Learning techniques in classroom

PD Opportunity 1

Teachers attend MCEC training

Facilitator

Participants

Various classroom teachers

Schedule

Annually, from 8/10/2017 to 5/23/2018

PD Opportunity 2

Teachers attend Capturing Kid's Hearts training

Facilitator

Participants

Various classroom teachers

Schedule

Daily, from 8/3/2017 to 5/23/2018

G3.B2.S3 Thinking Maps training

PD Opportunity 1

Thinking Maps training

Facilitator

Meghan Holliday, Sarah Maloy

Participants

Teachers K-5

Schedule

Annually, from 6/1/2016 to 6/1/2017

G4. Increase differentiated instruction across content areas through the use of small group instruction.

G4.B4 Student/Teacher ratio

G4.B4.S1 Attend small group/standards based training.

PD Opportunity 1

Teachers will utilize the strategies from the standards based training.

Facilitator

Participants

Various classroom teachers

Schedule

Daily, from 7/11/2017 to 5/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide access to online resources				$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0451 - Pleasant Grove Elementary Schl	Title, I Part A		$25,000.00
2	G2.B1.S1.A1	Conduct Book Study				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0451 - Pleasant Grove Elementary Schl	Title I, Part A		$600.00
3	G2.B1.S2.A1	Train teachers in Standards based instruction.				$1,940.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0451 - Pleasant Grove Elementary Schl	Title, I Part A		$1,940.00
4	G2.B1.S2.A2	Conduct Book Study				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0451 - Pleasant Grove Elementary Schl	Title I, Part A		$600.00
5	G2.B1.S3.A1	Purchase Ipads for teachers				$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0451 - Pleasant Grove Elementary Schl	Title, I Part A		$30,000.00
6	G2.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	2017-18
			District-Wide	Title I, Part A		$2,000.00
7	G2.B3.S2.A1	Implementation of classroom infraction reports				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$500.00
8	G3.B1.S1.A1	Brochures				$0.00

9	G3.B2.S1.A1	When students have positive behavior, teachers give students BUG tickets. All faculty and staff participate including administration, office staff, bus drivers, cafeteria workers, and custodians.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$2,000.00
			Notes: Student recognition awards for PBS			
10	G3.B2.S2.A1	**Teachers attend MCEC training**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0451 - Pleasant Grove Elementary Schl	Other Federal		$2,000.00
11	G3.B2.S2.A2	**Teachers attend Capturing Kid's Hearts training**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		0451 - Pleasant Grove Elementary Schl	Other Federal		$3,000.00
12	G3.B2.S3.A1	**Thinking Maps training**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0451 - Pleasant Grove Elementary Schl	Title I, Part A		$500.00
			Notes: Military Grant			
13	G4.B1.S1.A1	**For students with an over abundance of absences, conduct attendance meetings**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$500.00
14	G4.B1.S1.A2	**Attendance mentioned in monthly newsletter**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$500.00
15	G4.B1.S1.A3	**School messenger system for school call out**				**$0.00**
16	G4.B3.S1.A1	**Spread out testing when conducting online assessments for grades K-1**				**$0.00**
17	G4.B3.S2.A1	**Students will use purchased Chromebooks for testing in grades 2-5.**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0451 - Pleasant Grove Elementary Schl	Other		$10,000.00
18	G4.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	2017-18
			0451 - Pleasant Grove Elementary Schl	Title I, Part A		$6,640.00
19	G4.B3.S4.A1	Purchase Ipads				$0.00
20	G4.B4.S1.A1	Teachers will utilize the strategies from the standards based training.				$0.00
					Total:	$85,780.00