2013-2014 SCHOOL IMPROVEMENT PLAN

Pleasant Grove Elementary School

3000 OWEN BELL LN
Pensacola, FL 32507
850-492-0233
www.escambia.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	75%

Alternative/ESE Center	Charter School	Minority Rate
No	No	50%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	A	C	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Pleasant Grove Elementary Schl

Principal
Pamela Mullen

School Advisory Council chair
Cheyanne Forbes

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Pam Mullen	Principal
Linda Bonifay	Assistant Principal
Carrie Wood	Teacher
Mae LaRock	Teacher
Lori Phinney	Teacher
Amanda Braswell	Teacher
Cheyanne Forbes	Teacher
Susan Ramsey	Teacher
Lori Crigler	Teacher
Bea Nash	Teacher

District-Level Information

District
Escambia

Superintendent
Mr. Malcolm Thomas

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, educational support employees, students (for middle and high schools only), parents, and other business and community citizens who are representative of the ethnic, racial and economic community served by the school.

Involvement of the SAC in the development of the SIP

The School Advisory Council assist 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.

Activities of the SAC for the upcoming school year

The School Advisory Council meets at least eight times per year to participate in the development and implementation of the School Improvement Plan., They are actively involved in providing leadership with our school budgets and making school-related decisions. The function of SAC is to provide all stakeholders am opportunity to participate in the development of educational needs, assessment of the school's needs, and identification of resources. They assist in the preparation and evaluation of the School Improvement Plan and help to define adequate progress for the school and each school goal.

Projected use of school improvement funds, including the amount allocated to each project

Not Applicable

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Not Applicable

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Pamela Mullen		
Principal	Years as Administrator: 8	Years at Current School: 5

Credentials	BA-Special Education, University of West Florida; Master of Education, Educational Leadership, University of West Florida
Performance Record	2012-2013; School Grade: A Reading Mastery: 52% Math Mastery: 54% Writing Mastery: 48% Science Mastery: 58% Learning Gains - Reading: 60% Learning Gains - Math: 63% Lowest Quartile - Reading: 59% Lowest Quartile - Math: 58% 2011-2012: School Grade: C Reading Mastery: 58% Math Mastery: 50% Writing Mastery: 71% Science Mastery: 59% Learning Gains - Reading: 2010-2011: School Grade: C Reading Mastery: 72% Math Mastery: 72% Writing Mastery: 83% Science Mastery: 47% AYP: We did not meet AYP in all areas with the exception of Writing. 2009-2010: School Grade: A Reading Mastery: 83% Math Mastery: 79% Writing Mastery: 79% Science Mastery: 62% Previous School: 2008-2009: School Grade: A Reading Mastery: 87% Math Mastery: 83% Writing Mastery: 70% Science Mastery: 56% AYP: All of our subgroups met AYP. Our black students met AYP under the growth model. 2007-2008: School Grade: A Reading Mastery: 90% Math Mastery: 85% Writing Mastery: 95%

Science Mastery: 63%
AYP: All of our students met AYP. Our black students met AYP under Safe Harbor.

Linda Bonifay		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	BA -Physical Education, University of West Florida MS - Physical Education, University of West Florida MS - Educational Leadership, Troy State University
Performance Record	Current School 2012-2013 School Grade: A Reading Mastery: 52% Math Mastery: 54% Writing Mastery: 48% Science Mastery: 58% Learning Gains - Reading:60% Learning Gains - Math: 63% Learning Gains Lowest Quartile - Reading: 59% Learning Gains Lowest Quartile - Math: 58% Previous School 2012 - 2013 School Grade: C Reading Mastery: 34% Math Mastery: 47% Writing Mastery: 40% Science Mastery: 68% Learning Gains Reading: 65% Learning Gains Math: 67% Learning Gains Lowest Quartile -Reading: 74% Learning Gains Lowest Quartile - Math: 76%

Instructional Coaches

# of instructional coaches
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Not Applicable		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0

Areas	[none selected]
Credentials	Not Applicable
Performance Record	Not Applicable

Classroom Teachers

# of classroom teachers
43

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
88%

 # certified in-field
43, 100%

 # ESOL endorsed
10, 23%

 # reading endorsed
4, 9%

 # with advanced degrees
14, 33%

 # National Board Certified
3, 7%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
14, 33%

 # with 6-14 years of experience
15, 35%

 # with 15 or more years of experience
13, 30%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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. This year, Ashlee Duff-Hester, Music teacher is assigned Charlene May as a START Mentor.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 aligned processes and procedures.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS 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, ad making decisions about implementation.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Administration and faculty at Pleasant Grove believe in the importance of monitoring with fidelity the school's MTSS and SIP. It is our goal to ensure that all student needs are met through MTSS. Teachers are trained and have the support of the Administrative Team.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: 2012 FCAT 2.0, Discovery Education (Reading, Math, and Science), Write Score Writing and Science; Mid Year: Discovery Education (Reading, Math, and Science) Progress Monitoring using DAR, Curriculum Based Measurement (CBM), Write Score Writing and Science; End of Year: Discovery Education (Reading, Math and Science), Write Score Writing and Science.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Administration ad faculty at Pleasant Grove Elementary believe in the importance of MTSS. It is our goal to ensure that all students' needs are being met through MTSS. Teachers will be trained and will have the support of the Administration/guidance and ESE teachers to assist with the implementation for MTSS. Parents are invited to MTSS meetings and will also be given ideas to assist children at home.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Deanna Paul	Teacher
Julie Simons	Teacher
Mae LaRock	Teacher
Deborah Jackson	Teacher
Lori Phinney	Teacher
Roy Perry	Teacher
Elsie Perryman	Teacher
Jackie Rabin	Teacher
Jamie Rickman	Teacher
Meghan Holliday	Teacher
Lori Crigler	Teacher
Pam Mullen	Principal
Linda Bonifay	Assistant Principal

How the school-based LLT functions

The LLT meet every other month to discuss programs and Reading/Writing goals to ensure implementation and completion of scheduled acitivities.

Major initiatives of the LLT

Principal book reviews
Sunshine State Readers
Battle of the Books competion
Implementation of Reading Wonders...new reading series

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers work with students in small groups, individualizing instruction, using Daily 5 and Tyner. Teachers also monitor data and meet with Administration monthly discussing movement/progress of students. Administration conducts classroom walk throughs to ensure students are engaged in lessons.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 cam 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 firt 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	61%	Yes	64%
American Indian				
Asian	79%	73%	No	81%
Black/African American	43%	35%	No	49%
Hispanic	65%	75%	Yes	69%
White	68%	68%	Yes	71%
English language learners				
Students with disabilities	53%	26%	No	58%
Economically disadvantaged	58%	56%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	31%	36%
Students scoring at or above Achievement Level 4	95	30%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	199	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	29	68%	70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	37	39%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	57%	Yes	61%
American Indian				
Asian	73%	73%	Yes	75%
Black/African American	43%	42%	No	48%
Hispanic	52%	75%	Yes	57%
White	62%	64%	Yes	66%
English language learners				
Students with disabilities	44%	45%	Yes	50%
Economically disadvantaged	53%	55%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	31%	36%
Students scoring at or above Achievement Level 4	80	25%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	202	77%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	85%	86%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	28%	33%
Students scoring at or above Achievement Level 4	47	44%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		13
Participation in STEM-related experiences provided for students	670	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	48	3%	7%
Students retained, pursuant to s. 1008.25, F.S.	35	5%	2%
Students who are not proficient in reading by third grade	40	35%	30%
Students who receive two or more behavior referrals	38	6%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	27	4%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

* Provide an active Parent Organization.
* Offer educational opportunities, and focus/discussion/support groups to our families.
* Family outreach activities are offered through collaborative and facilitative activities.
* A variety of communication techniques are utilized with families by teachers and school staff.
* Ensure welcome signage near the entrance of the school and in all other interaction with the parents create a climate in which the parents feel valued.
* Provide parents with current information regarding school policies, practices, and both school and student performance.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the overall parent satisfaction survey score above 4.49.	70	4.4%	4.6%

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.

Goals Detail

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

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Whole Brain
- Kagan Strategies
- Accelerated Reader Program
- Peer Mentors
- Hands-on Activities
- Project-based Learning Activities

Targeted Barriers to Achieving the Goal
- Student Motivation
- Behaviors (Negative)

Plan to Monitor Progress Toward the Goal

B.U.G.Tickets

Person or Persons Responsible
Teachers

Target Dates or Schedule:
September 2013 through May 2014

Evidence of Completion:
The number of tickets awarded to students.

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

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal

- BUGS (Being Unbelievably Good awards)

- Positive phone calls

- Student of the Month and EAAE Student of the Month

- announcements of BUG winners

- Whole Brain Techniques

Targeted Barriers to Achieving the Goal

- Student Motivation

Plan to Monitor Progress Toward the Goal

Number of discipline referrals

Person or Persons Responsible
Administration

Target Dates or Schedule:
Sept 2013-June 2014

Evidence of Completion:
Data from School wide Behavior plan

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

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA)

- Social Studies

- Science

- Science - Elementary School

- STEM

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Discovery Ed - CBT

- Daily 5 Method

- Beverly Tyner Method (small group instruction)

- Leveled Readers with new Reading Series

- Reading Eggs (CB program for Reading)

Targeted Barriers to Achieving the Goal

- Attendance/tardies

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

Plan to Monitor Progress Toward the Goal

School leadership team will review attendance and student performance data

Person or Persons Responsible
School leadership team

Target Dates or Schedule:
September 2013-June 2014

Evidence of Completion:
Attendance rates. performance data; grade

Action Plan for Improvement

Problem Solving Key

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

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.

Action Step 1

Whole Brain Strategies - Implementation of this interactive form of instruction.

Person or Persons Responsible

Teachers willing to pilot the program in kindergarten through 5th grade.

Target Dates or Schedule

September 2013 through May 2014.

Evidence of Completion

Evidence of student motivation will be determined through classroom observation and a decrease in the number of student behavior incidents.

Facilitator:

Jamie Rickman - 5th Grade Teacher

Participants:

Teachers willing to pilot the program in kindergarten through 5th grade.

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

The implementation of Whole Brain teaching strategies.

Person or Persons Responsible

Jamie Rickman, Pam Mullen, and Linda Bonifay

Target Dates or Schedule

September 2013 through May 2014

Evidence of Completion

Observation and completion of online tasks.

Plan to Monitor Effectiveness of G1.B1.S1

The implementation of Whole Brain teaching strategies.

Person or Persons Responsible

Jamie Rickman, Pam Mullen, and Linda Bonifay

Target Dates or Schedule

September 2013 through May 2014

Evidence of Completion

Level of student engagement evident through observation and a decrease in the number of behavior infractions.

G1.B1.S2 Training teachers in CCSS

Action Step 1

Train teachers in CCSS

Person or Persons Responsible

Admin

Target Dates or Schedule

Aug 2013-June 2014

Evidence of Completion

Observation, CWT

Facilitator:

Admin

Participants:

Classroom teachers

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

Admin will look for student engagement activities that follow CCSS

Person or Persons Responsible

Admin

Target Dates or Schedule

Sept 2013-June 2014

Evidence of Completion

CWT, evaluation

Plan to Monitor Effectiveness of G1.B1.S2

Student engagement activities

Person or Persons Responsible

Admin

Target Dates or Schedule

Sept 2013-June 2014

Evidence of Completion

CWT, observation, FCAT data, Discovery Ed data

G1.B3 Behaviors (Negative)

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

Action Step 1

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

Person or Persons Responsible

Faculty,Staff,and Bus Drivers

Target Dates or Schedule

When students display Un"bee"lieveably Good Behavior

Evidence of Completion

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

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

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

Person or Persons Responsible

Faculty, Staff, and Bus Drivers

Target Dates or Schedule

When students display un"bee"lieveably Good Behavior.

Evidence of Completion

The number of tickets awarded to all students.

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

Classroom Teachers and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

The number of tickets awarded to students.

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 an ice cream party with Principal.

Action Step 1

When students have positive behavior, teachers award students with BUG awards. Bus drivers, custodial and cafeteria staff all participate.

Person or Persons Responsible

Teachers and staff

Target Dates or Schedule

Sept 2013-2014

Evidence of Completion

Number of discipline reports

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

Monitoring discipline referrals at end of each grading period

Person or Persons Responsible

Administration

Target Dates or Schedule

Sept 2013-June 2014

Evidence of Completion

School Wide Behavior Montioring Data

Plan to Monitor Effectiveness of G2.B2.S1

Number of discipline reports

Person or Persons Responsible

Adminstration

Target Dates or Schedule

Sept 2013-June 2014

Evidence of Completion

Data from School wide Behavior plan.

G2.B2.S2 Implement Whole Brain techniques in classroom

Action Step 1

Teacher trained in Whole Brain Techniques

Person or Persons Responsible

Administration and Certified trainers of Whole Brain

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Sing in sheets from trainings, observation during CWT

Facilitator:

Jamie Rickman

Participants:

Various classroom teachers

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

Utilizing Whole Brain strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Sept 2013-June 2014

Evidence of Completion

CWT, observations

Plan to Monitor Effectiveness of G2.B2.S2

More student engagement and more learning taking occurring.

Person or Persons Responsible

Admin and classroom teachers

Target Dates or Schedule

Sept 2013-June 2014

Evidence of Completion

FCAt data, school wide behavior data

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

G3.B1 Attendance/tardies

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

Action Step 1

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

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

When needed through out school year (Sept 2013-June 2014)

Evidence of Completion

Documentation of meeting

Action Step 2

Attendance mentioned in Monthly Newsletter

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly; (Sept 2013-June 2014)

Evidence of Completion

Copies of newsletters

Action Step 3

School messenger system for school call out

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

Monthly; (Sept 2013-June 2014)

Evidence of Completion

report from School Messenger

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

Monitor daily attendance rate monthly

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly; September 2013-June 2014

Evidence of Completion

Reports from Focus (attendance)

Plan to Monitor Effectiveness of G3.B1.S1

Conducts classroom walk throughs and monitor plan books for differentiation

Person or Persons Responsible

Administration

Target Dates or Schedule

Sept. 2013-May 2014

Evidence of Completion

CWT, E3 evaluation tool

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

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

Action Step 1

spread out testing wihen conducting online assessments

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

Each testing period

Evidence of Completion

Copies of schedules

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

Scheduling spread out as much as possible.

Person or Persons Responsible

Administration

Target Dates or Schedule

Sept 2013 - June 2014

Evidence of Completion

Copies of testing schedules

Plan to Monitor Effectiveness of G3.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B3.S2 Purchase additional computers/laptops

Action Step 1

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

Person or Persons Responsible

Tech corrdinator

Target Dates or Schedule

Sept 2013-Nov 2013

Evidence of Completion

Inventory sheet

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

Purchasing additional computers

Person or Persons Responsible

Tech Coordinator

Target Dates or Schedule

Sept 2013-Nov 2013

Evidence of Completion

Inventory

Plan to Monitor Effectiveness of G3.B3.S2

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

Person or Persons Responsible

Admin/Tech coordinator

Target Dates or Schedule

Nov 2013- June 2014

Evidence of Completion

Surveys from teachers

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1, Part A: Services and monies (total allocations: $42,339) 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 ad 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 1 ELL student.

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, ala carte items, and self serve options. Oust 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.

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Whole Brain Strategies - Implementation of this interactive form of instruction.

Facilitator

Jamie Rickman - 5th Grade Teacher

Participants

Teachers willing to pilot the program in kindergarten through 5th grade.

Target Dates or Schedule

September 2013 through May 2014.

Evidence of Completion

Evidence of student motivation will be determined through classroom observation and a decrease in the number of student behavior incidents.

G1.B1.S2 Training teachers in CCSS

PD Opportunity 1

Train teachers in CCSS

Facilitator

Admin

Participants

Classroom teachers

Target Dates or Schedule

Aug 2013-June 2014

Evidence of Completion

Observation, CWT

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

G2.B2 Student Motivation

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

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Sing in sheets from trainings, observation during CWT

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Maintain a positive student learning environment by increasing appropriate behaviors.	$3,000
G3.	Increase differentiated instruction across content areas through the use of small group instruction.	$20,000
	Total	$23,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
Title 11	$3,000	$0	$3,000
Title 1; Technology replacement money	$0	$20,000	$20,000
Total	$3,000	$20,000	$23,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

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

G2.B2 Student Motivation

G2.B2.S2 Implement Whole Brain techniques in classroom

Action Step 1

Teacher trained in Whole Brain Techniques

Resource Type

Evidence-Based Program

Resource

Stipends for teachers and purchasing book. "Whole Brain Teaching for Challenging students"

Funding Source

Title 11

Amount Needed

$3,000

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.S2 Purchase additional computers/laptops

Action Step 1

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

Resource Type

Technology

Resource

Purchase book for each teacher participating and paying stipends/Addtional computer

Funding Source

Title 1; Technology replacement money

Amount Needed

$20,000