Hernando County School District

Pine Grove Elementary School

2018-19 Schoolwide Improvement Plan

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Pine Grove Elementary School

14411 KEN AUSTIN PKWY, Brooksville, FL 34613

https://www.hernandoschools.org/pges

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	B*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Pine Grove Elementary School believes in promoting an active partnership between school, home, and community. Our goal is to increase student achievement by encouraging a positive learning environment, while creating a caring, inviting, and enriching place to learn.

Provide the school's vision statement.

P olite
R esponsible
I n control
D o your best
E arn and give respect

School Leadership Team

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

Name	Title
Ames, Jesha	Teacher, K-12
Haripersad, Angelina	Other
Reed, Galathea	Other
Pagano, Nick	Assistant Principal
Barnes, Kristal	Teacher, K-12
Reynolds, Katie	Other
Johnson, Nancy	Principal
Cornell, Carla	Teacher, K-12

Duties

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

Principal facilitates weekly school-based leadership meetings, team leader's meetings and faculty meetings, and oversees school-wide instructional practices in all levels.

Assistant Principal assists and facilitates weekly school-based leadership team meetings, team leaders' meetings and faculty meeting. The AP oversees school-wide instructional practices in all levels, oversees the MTSS process and coordinates professional development.

Elementary Assistant assists in the coordination of services and programs including screening and identification processes, further assessment, evaluation and assignment of appropriate strategies and/or programs to students.

Assessment Teacher provides, analyzes and disaggregates data for individual teachers and grade level teams, works closely with leadership team to focus on areas of concern, supports MTSS, and

participates in weekly school-based leadership team meetings.

Resource Teachers provides MTSS services to identified students, assists teachers with data analysis, and participates in weekly leadership meetings.

Early Warning Systems

Year 2017-18

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	21	47	52	51	51	44	0	0	0	0	0	0	0	266
One or more suspensions	3	4	5	8	13	13	0	0	0	0	0	0	0	46
Course failure in ELA or Math	10	3	4	9	2	2	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	16	24	39	0	0	0	0	0	0	0	79

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	10	12	25	31	40	0	0	0	0	0	0	0	0	118

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	13	8	12	19	30	23	0	0	0	0	0	0	0	105
Retained Students: Previous Year(s)	9	8	8	15	15	20	0	0	0	0	0	0	0	75

Date this data was collected

Thursday 9/27/2018

Year 2016-17 - As Reported

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

Year 2016-17 - Updated

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	6	18	30	31	34	33	0	0	0	0	0	0	0	152
One or more suspensions	0	3	6	3	7	10	0	0	0	0	0	0	0	29
Course failure in ELA or Math	21	0	4	3	8	9	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12

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	4	8	12	17	24	0	0	0	0	0	0	0	65

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The largest losses were in math learning gains and math learning gains for the bottom quartile. While the loss in overall math learning gains does represent a two-year trend, the loss in bottom quartile math learning gains is not a trend given that this area showed a ten percentage point increase in 2017. This was a contributing factor to the school earning a letter grade of B in the 2016-2017 school year.

Which data component showed the greatest decline from prior year?

While fourth grade math showed the greatest decline in proficiency, the greatest overall decline was in the area of math learning gains for bottom quartile students.

Which data component had the biggest gap when compared to the state average?

Fourth grade math has the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Third grade ELA and fifth grade math showed the most improvement. This is not a trend because the fifth grade class had many high achievement students as evidenced by their scores from the previous year's state assessment.

Describe the actions or changes that led to the improvement in this area.

The actions that led to improvement were strategic professional development for standards-based instruction and increased support for teachers using data to drive instruction.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	53%	55%	56%	51%	51%	52%
ELA Learning Gains	48%	53%	55%	46%	48%	52%
ELA Lowest 25th Percentile	52%	51%	48%	34%	40%	46%
Math Achievement	63%	62%	62%	66%	63%	58%
Math Learning Gains	53%	53%	59%	66%	58%	58%
Math Lowest 25th Percentile	43%	43%	47%	48%	43%	46%
Science Achievement	53%	58%	55%	58%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	21 (0)	47 (0)	52 (0)	51 (0)	51 (0)	44 (0)	266 (0)
One or more suspensions	3 (0)	4 (0)	5 (0)	8 (0)	13 (0)	13 (0)	46 (0)
Course failure in ELA or Math	10 (0)	3 (0)	4 (0)	9 (0)	2 (0)	2 (0)	30 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (0)	24 (0)	39 (0)	79 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	62%	-5%	57%	0%
	2017	52%	61%	-9%	58%	-6%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	47%	53%	-6%	56%	-9%
	2017	52%	55%	-3%	56%	-4%
Same Grade Comparison		-5%				
Cohort Comparison		-5%				
05	2018	51%	53%	-2%	55%	-4%
	2017	49%	54%	-5%	53%	-4%
Same Grade Comparison		2%				
Cohort Comparison		-1%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	62%	67%	-5%	62%	0%
	2017	58%	66%	-8%	62%	-4%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	57%	60%	-3%	62%	-5%
	2017	72%	66%	6%	64%	8%
Same Grade Comparison		-15%				
Cohort Comparison		-1%				
05	2018	64%	56%	8%	61%	3%
	2017	59%	57%	2%	57%	2%
Same Grade Comparison		5%				
Cohort Comparison		-8%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	51%	56%	-5%	55%	-4%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	43	53	49	47	45	47				
ELL	28	46		47	62						
BLK	50	41	55	48	48	42	45				
HSP	57	54		62	54		45				
MUL	53	27		71	45						
WHT	52	49	53	64	53	43	56				
FRL	51	50	48	58	52	43	46				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	45	45	35	45	50	20				
ELL	25			17							
BLK	50	62		64	54						
HSP	56	59		64	59						
MUL	47			82							
WHT	52	49	56	63	62	65	55				
FRL	48	49	55	61	64	58	46				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Math fluency and continual exposure to all strands
Rationale	Math scores increased in third and fifth grade, but dropped in fourth grade. We also saw a significant drop in the bottom quartile learning gains.
Intended Outcome	Math learning gains will increase by two percentage points overall in grades 3-5 and increase by three percentage points for bottom quartile students.
Point Person	Nancy Johnson (johnson_n@hcsb.k12.fl.us)

Action Step	
Description	Spiraling math skills through centers Use of Reflex Math to increase math fluency Tier 3 with resource teachers to address diagnosed deficiencies Extended learning for additional support Support may be sought from the School Advisory Council to support improved instructional practices by funding materials or professional development where needed.
Person Responsible	Nancy Johnson (johnson_n@hcsb.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Walk-through classroom observations and data from benchmark tests and progress monitoring in i-Ready will indicate areas of concern to be addressed by grade level PLC sessions and individual student data will be monitored and addressed with support from resource teachers. i-Ready usage and pass rate data is reviewed weekly.
Person Responsible	Nancy Johnson (johnson_n@hcsb.k12.fl.us)

Activity #2	
Title	Building vocabulary in order to synthesize multiple texts
Rationale	Data shows that vocabulary has historically been a weak area in the school. Applying vocabulary strategies to multiple texts across the curriculum will increase comprehension.
Intended Outcome	By increasing students' receptive vocabulary to improve comprehension and expressive vocabulary to improve writing skills, PGES' ELA scores will increase.
Point Person	Nancy Johnson (johnson_n@hcsb.k12.fl.us)

Action Step	
Description	Use of Wordly Wise Vocabulary supplemental material for enrichment groups in third, fourth and fifth grade. Use of journals across the curriculum in all grade levels for vocabulary activities Specials classes: Science, Discovery and STREAM, all require journals to reflect student learning Tier 3 instruction by resource teachers focus on identified weaknesses Extended learning for additional support Science Club provides real-world and authentic activities for building vocabulary Support may be sought from the School Advisory Council to support improved instructional practices by funding materials or professional development where needed.
Person Responsible	Nancy Johnson (johnson_n@hcsb.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Walk-through classroom observations and data from benchmark tests and progress monitoring in i-Ready will indicate areas of concern to be addressed by grade level PLC sessions and individual student data will be monitored and addressed with support from resource teachers. i-Ready usage and pass rate data is reviewed weekly.
Person Responsible	Nancy Johnson (johnson_n@hcsb.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

As a Title I school, PGES hosts a Title I Annual Meeting night to meet families and community stakeholders and inform them of Title I program initiatives, school-wide parental engagement opportunities and Parent Academy events. Parents make significant contributions to the Title I program each year as their input is sought in the development of the Title I Compact and the Title I Parent Involvement Plan. This plan, developed with parents, outlines parent workshops and other community outreach initiatives to connect PGES to our families and our larger community.
Teachers communicate daily through the agenda and the Remind app. They also use classroom newsletters and the Communicator take-home folder. They apprise parents of their child's progress

through these methods, as well as personal phone calls, emails and text messages.
Families receive a newsletter, progress reports and school phone calls from the Principal to inform them on school news. Family involvement opportunities are organized through grade level nights, early release Science Days, the Fall Festival, Thanksgiving Feast, Dr. Seuss Night, the Spring Festival, and Science Club Family Night. Student work is displayed at the county fair, in the hallways of the school board offices and at neighboring locations for families to enjoy and support art education. Additionally, our school offers families access to fresh produce grown on campus through our certified U-Pick garden. Pine Grove Elementary also fosters positive relationships with families by supporting access to such resources as the HCSB McKinney Vento Liaison and Advocate, Social Workers, and our School Resource Officer.

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

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.

Guidance services are provided through small group and check-in/check-out services. School administration, a behavior specialist, and the school psychologist provide additional support as needed. The School Resource Officer is also available to students and families to ensure a safe school environment and foster a positive relationship between students and law enforcement. Additionally, PGES has a Leading Ladies and Urban Gentlemen program to support students navigating social etiquette and developing confidence in unfamiliar social settings. This mentoring program has been exceptionally well received by parents and has been cited as a model for a similar program in another district. PGES also provides more intensive social-emotional support for our students in our Starfish program with access to Baycare mental health professionals. Our classrooms for students with Emotional and Behavioral Disabilities also receive intensive support from school staff to ensure social-emotional needs are met in this setting.

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

Pine Grove hosts a Kindergarten Round Up program to assess incoming students and provide parents with resources for academic readiness. Kindergarten teachers present a kindergarten readiness program to parents and caregivers of Head Start children and invite families to visit the school.
Pine Grove's fifth graders are assisted in transitioning to middle school through a Fifth Grade Roll Up program. This includes a welcome committee from middle school personnel who provide information about middle school and answer student and family questions about transition to middle school. Students are provided a tour of West Hernando Middle School. Families are invited to the middle school Incoming Sixth Graders Open House and receive information about elective offerings. Outgoing fifth graders and their families follow a sample middle school schedule and become familiar with the campus while hearing presentations in each core content and elective classroom. This event occurs in May each year.

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.

PGES uses a data-based problem-solving process that identifies trends, strengths, and concerns using school-wide, grade-level, classroom, and individual student data. Surveys are also given throughout the year to receive input from teachers, staff, parents and students. Concerns are

brought to the School Based Leadership Team for review and resolution. PGES receives additional support from district curriculum specialists, instructional practice coaches, and administrators from other school sites as they conduct period walks through classrooms and provide feedback on observed instructional practices and review of data trends. District support is also provided through Title I funded personnel, programs and materials, Title II funded Professional Development. Title III support for our ESOL students, Title IX (formerly Title X) support for our McKinney-Vento Students and Families in Transition Liaison and Advocate and IDEA support for our students with disabilities.

The school leadership team meets weekly to identify needs of the school. SBLT members divide responsibilities into different areas of expertise, and work with school, district and community staff to ensure resources are used appropriately to meet the identified needs.

The Title I facilitator maintains a property inventory using Alexandria - our district-wide management software for tracking the cost, location and condition of items purchased using Title I funds.

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

Fifth graders attend a field trip to a college to generate interest in acquiring higher education. The Parent Academy of Hernando County offers a College and Career Expo at Pasco Hernando State College where families can learn about different the unique career academies available at each of our high schools as well as vocational, technical, and ROTC programs available through our high schools and PHSC. This event is in November. Additionally, The Parent Academy hosts a STEAM (Science Technology, Enineering, Arts and Math) night each October at Nature Coast Technical High School where community organizations, government agencies (Forestry, for example) and schools host interactive stations for students to explore activities related to these career fields.

Part V: Budget

Total:	**$0.00**