Pleasant Grove Elementary School

2018-19 Schoolwide Improvement Plan

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Pleasant Grove Elementary School

10789 SORRENTO RD, Pensacola, FL 32507

www.escambiaschools.org

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 KG-5	Yes	96%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

School Board Approval

This plan is pending approval by the Escambia 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.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Mullen, Pamela	Principal
Blackmon, Dyana	Teacher, K-12
Roy, Kaylin	Teacher, K-12
Schultheis, Sarah	Teacher, K-12
Corrigan, Anne	Teacher, K-12
Paul, Deanna	Teacher, K-12
Rabin, Jackie	Teacher, K-12
Hetherington, Chad	Teacher, K-12
Tindell, Sunday	Assistant Principal
Downs, Alice	Teacher, K-12

Duties

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

The SLT and Rti Teams meet 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.

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	3	3	5	3	2	4	0	0	0	0	0	0	0	20
One or more suspensions	0	5	3	5	4	8	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	4	1	4	5	3	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	7	32	37	0	0	0	0	0	0	0	76

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	2	4	6	0	0	0	0	0	0	0	12

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	7	6	1	7	0	0	0	0	0	0	0	0	0	21
Retained Students: Previous Year(s)	0	0	0	2	1	0	0	0	0	0	0	0	0	3

Date this data was collected
Monday 7/9/2018

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	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

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	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

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?

In 2018, our ELA lowest 25th percentile was our lowest area with only 29% making learning gains. The previous year, it was the Math lowest 25th percentile. Over the past few years, our lowest quartile gains have not been at our desired level of at least 50% making gains.

Which data component showed the greatest decline from prior year?

Our greatest decline was 3rd grade ELA proficiency dropping to 46% in 2018 as compared to 48% in 2017. However, our overall ELA proficiency dropped form to 55% to 52%. ELA learning gains dropped form 53% to 44%.

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

The component with the biggest gap between was our lowest 25th percentile in ELA with only 29% showing gains as compared to the state average being 48%. This is a gap of 19% points.

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

in 2018, Science Achievement increased by 16% points going from 48% proficient in 2017 to 64% proficient in 2018. We have traditionally done very well in Science and now anticipate we will continue to be successful in this area again this year.

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

We had more academic focus on Science in grades 3-5 by having Science Swap days through out the year and more hands on activities.

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	52%	49%	56%	50%	46%	52%
ELA Learning Gains	44%	46%	55%	47%	46%	52%
ELA Lowest 25th Percentile	29%	40%	48%	44%	43%	46%
Math Achievement	56%	55%	62%	56%	52%	58%
Math Learning Gains	54%	57%	59%	61%	50%	58%
Math Lowest 25th Percentile	44%	48%	47%	53%	43%	46%
Science Achievement	64%	55%	55%	49%	51%	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	3 (1)	3 (7)	5 (14)	3 (9)	2 (15)	4 (13)	20 (59)
One or more suspensions	0 (0)	5 (4)	3 (5)	5 (6)	4 (3)	8 (8)	25 (26)
Course failure in ELA or Math	0 (0)	4 (5)	1 (10)	4 (15)	5 (11)	3 (16)	17 (57)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (3)	32 (21)	37 (36)	76 (60)

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	46%	52%	-6%	57%	-11%
	2017	68%	59%	9%	58%	10%
Same Grade Comparison		-22%				
Cohort Comparison						
04	2018	55%	51%	4%	56%	-1%
	2017	55%	49%	6%	56%	-1%
Same Grade Comparison		0%				
Cohort Comparison		-13%				
05	2018	48%	44%	4%	55%	-7%
	2017	42%	47%	-5%	53%	-11%
Same Grade Comparison		6%				
Cohort Comparison		-7%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	49%	54%	-5%	62%	-13%
	2017	68%	54%	14%	62%	6%
Same Grade Comparison		-19%				
Cohort Comparison						
04	2018	62%	58%	4%	62%	0%
	2017	53%	54%	-1%	64%	-11%
Same Grade Comparison		9%				
Cohort Comparison		-6%				
05	2018	48%	52%	-4%	61%	-13%
	2017	36%	50%	-14%	57%	-21%
Same Grade Comparison		12%				
Cohort Comparison		-5%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	61%	55%	6%	55%	6%
	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	29	29	13	30	38	24					
ASN	55			58							
BLK	34	40	30	31	45	41	50				
HSP	50	47		67	60						
MUL	71	58		77	63						
WHT	58	46	19	64	57	50	74				
FRL	46	42	32	53	52	41	64				

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	16	27	21	16	20	19	33				
ASN	73			73							
BLK	37	41	45	36	34	30	22				
HSP	57	43		62	50		60				
MUL	76	79		73	43		60				
WHT	57	53	33	56	38	12	57				
FRL	51	52	38	50	35	25	42				

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	ELA Learning Gains Increase to 55%
Rationale	This Area of Focus was identified as a critical need because our 2017 percentile was 53% and we dropped to 44% in 2018. This Area of Focus impacts student learning and success by focusing on a particular subject and strategies to increase overall learning gains in ELA.
Intended Outcome	The Intended Outcome that our school plans to achieve is to increase learning gains in ELA from 44% to 55%.
Point Person	Meghan Holliday (mholliday@escambia.k12.fl.us)

Action Step	
Description	The Action Steps we will take in addressing this specific Area of Focus will be: 1. Assign a group of teachers to meet once a month to focus on this particular goal. 2. Collaborate and develop strategies using Thinking Maps for School Wide Problem Solving. 3. Use SchoolNet unit testing/STAR 360 assessments and monitor data to develop next steps.
Person Responsible	Meghan Holliday (mholliday@escambia.k12.fl.us)

Plan to Monitor Effectiveness	
Description	The Plan to Monitor Effectiveness for the Action Steps in the Area of Focus will be: 1. To use the Assess and Sustain step in Thinking Maps for School Wide Problem Solving. 2. Monitor data via STAR 360 on a monthly basis during grade level data collaboration meetings with administration. 3. Monitor data from SchoolNet unit tests and determine next steps for teachers in leadership during weekly grade level data collaboration meetings. 4. Use administration walk-throughs and feedback forms/meetings to determine effectiveness of strategies.
Person Responsible	Meghan Holliday (mholliday@escambia.k12.fl.us)

Activity #2	
Title	Math Lowest 25th Percentile/ESE
Rationale	This Area of Focus was identified as a critical need because our 2017 percentile was 22% and the 2018 percentile grew to 44% which did not reach the desired goal of 50%. This Area of Focus impacts student learning and success by putting specific attention on this particular sub group in order to increase learning gains.
Intended Outcome	The Intended Outcome our school plans to achieve is to increase learning gains of the lowest 25%/ESE from 44% to 55%.
Point Person	Alice Downs (adowns@escambia.k12.fl.us)
Action Step	
Description	The Action Steps we will take in addressing this specific Area of Focus will be: 1. Assign a group of teachers to meet once a month to focus on this particular goal. 2. Collaborate and develop strategies using Thinking Maps for School Wide Problem Solving. 3. Use SchoolNet unit testing/STAR 360 assessments and monitor data to develop next steps.
Person Responsible	Alice Downs (adowns@escambia.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The Plan to Monitor Effectiveness for the Action Steps in the Area of Focus will be: 1. To use the Assess and Sustain step in Thinking Maps for School Wide Problem Solving. 2. Monitor data via STAR 360 on a monthly basis during grade level data collaboration meetings with administration. 3. Monitor data from SchoolNet unit tests and determine next steps for teachers in leadership during weekly grade level data collaboration meetings. 4. Use administration walk-throughs and feedback forms/meetings to determine effectiveness of strategies.
Person Responsible	Alice Downs (adowns@escambia.k12.fl.us)

Activity #3	
Title	Science Achievement
Rationale	This Area of Focus was identified as a critical need because our 2017 percentile was 48% and the 2018 percentile grew to 64%. We want to continue this upward trend. This Area of Focus impacts student learning and success by putting specific attention on this particular subject in order to ensure proficiency.
Intended Outcome	The Intended Outcome that our school plans to achieve is to increase Science achievement from 64% to 74%.
Point Person	Kayleigh Terrell (kterrell@escambia.k12.fl.us)
Action Step	
Description	The Action Steps we will take in addressing this specific Area of Focus will be: 1. Assign a group of teachers to meet once a month to focus on this particular goal. 2. Collaborate and develop strategies using Thinking Maps for School Wide Problem Solving. 3. Use SchoolNet unit/quarterly testing and monitor data to develop next steps.
Person Responsible	Kayleigh Terrell (kterrell@escambia.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The Plan to Monitor Effectiveness for the Action Steps in the Area of Focus will be: 1. To use the Assess and Sustain step in Thinking Maps for School Wide Problem Solving. 2. Monitor data via SchoolNet unit/quarterly tests on a monthly basis during grade level data collaboration meetings with administration. 3. Monitor data from SchoolNet unit/quarterly tests and determine next steps for teachers in leadership during weekly grade level data collaboration meetings. 4. Use administration walk-throughs and feedback forms/meetings to determine effectiveness of strategies.
Person Responsible	Kayleigh Terrell (kterrell@escambia.k12.fl.us)

Activity #4	
Title	ELA Lowest 25th Percentile/ESE
Rationale	This Area of Focus was identified as a critical need because our 2017 percentile was 50% and the 2018 percentile decreaced to 29% % which did not reach the desired goal of 50%. This Area of Focus impacts student learning and success by putting specific attention on this particular sub group in order to increase learning gains.
Intended Outcome	The Intended Outcome our school plans to achieve is to increase learning gains of the lowest 25%/ESE from 29% to 50%.
Point Person	Heather Macdonald (hmacdonald@escambia.k12.fl.us)
Action Step	
Description	The Action Steps we will take in addressing this specific Area of Focus will be: 1. Assign a group of teachers to meet once a month to focus on this particular goal. 2. Collaborate and develop strategies using Thinking Maps for School Wide Problem Solving. 3. Use SchoolNet unit testing/STAR 360 assessments and monitor data to develop next steps.
Person Responsible	Heather Macdonald (hmacdonald@escambia.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The Plan to Monitor Effectiveness for the Action Steps in the Area of Focus will be: 1. To use the Assess and Sustain step in Thinking Maps for School Wide Problem Solving. 2. Monitor data via STAR 360 on a monthly basis during grade level data collaboration meetings with administration. 3. Monitor data from SchoolNet unit tests and determine next steps for teachers in leadership during weekly grade level data collaboration meetings. 4. Use administration walk-throughs and feedback forms/meetings to determine effectiveness of strategies.
Person Responsible	Heather Macdonald (hmacdonald@escambia.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, § 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.

A written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs

of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

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.

ESSA requires title i schools to address the following, which will be school specific:

Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Pleasant Grove Elementary has a guidance counselor available to work with students in groups or individually. She works with parents by identifying outside services that are available.

A mental health counselor comes twice a week to be available to work with students with needs.

PleasNt Grove Elementary also was awarded a DoDEA granT to help meet the Social Emotional needs of students. We have an Military Family Life Counselor to work with military students. The teachers have also been trained with Capturing Kids Hearts and Anchored for Life.

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

Escambia County School District offers pre-k classes on 14 school campuses for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school.

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.

Title I, Part A
Academic support is provided to ensure students requiring additional remediation are assisted through prgturchasing a part time technology coordinator, PBIS behavior coach and staff development materials.

Title I, Part C Migrant
All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

Title I, Part D
Services to neglected and delinquent students are provided by various district-operated programs as

needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

Title II
Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

Title III-ELL
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.

Title IX- Homeless
The school works with the district's Homeless Coordinator to provide transportation and resources (clothing, school supplies, and social services referrals) for students identified as Homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I office.

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

Part V: Budget

Total:	**$0.00**