

# School Improvement Plan 2015-2016



**MISSION:** “Within our four strong walls at PGE we strive together as companions to nurture excellence, celebrate the worth of each person, foster respect for one another and promote never ending learning.”

## ESSENTIAL QUESTION TO GUIDE SIP: How will we teach the level of rigor necessary for our PreK –grade 5 students to meet all grade level expectations for promotion to the next grade level?

	Goal 2014-15	Goal 2015-16	Action Steps	Evaluation
<b>ACADEMIC – ELA, MATH</b>	PGE will use Florida Standards and Next Generation Sunshine State Standards to insure that 90% of our PreK – grade 5 students will meet all end-of-year benchmarks for regular promotion. Achievement gaps will close by 10% for all students, including students with disabilities. We will meet or exceed all AMO Targets for all measured subgroups.	PGE will use Florida Standards/Next Generation Standards to insure that 90% of our PreK – grade five students will meet all end of year benchmarks for regular promotion, and achievement gaps will close by 10% for minority students.	<ol style="list-style-type: none"> <li>1. Continue to plan, use and apply LAFS, MAFS, and MTSS through professional development in monthly staff meetings, data days, three half day PD, and bi-monthly grade level planning meetings.</li> <li>2. Continue student thinking skills through school wide focus of comprehension strategies, mathematical practices, and character education throughout the school year.</li> <li>3. Increase opportunities for students to explain their thinking through writing in “every subject, every day.”</li> <li>4. Continue to build teacher use of STEM strategies through professional development, use of C-Palms, and other resources. Increase the number of opportunities for K-5 students to participate in STEM activities (including science fair projects in all grades – kindergarten through grade three group or class projects, fourth and fifth grade individual projects), problem solving and collaboration.</li> <li>5. Build use of instructional technology through the use of iPads in every fourth and fifth grade classroom.</li> <li>6. Continue use of SuccessMaker in grades K through 5, as enrichment, intervention and support of the Florida Standards; and focus custom courses in reading and math for students with disabilities, lowest quartile.</li> </ol>	FCAT Reading (3 <sup>rd</sup> -5 <sup>th</sup> gr) <b>2013: 67%</b> <b>2014: 75%</b>
				FCAT Math (3 <sup>rd</sup> -5 <sup>th</sup> gr) <b>2013: 56%</b> <b>2014: 70%</b>
				FSA ELA 2015: 52 FSA MATH 2015: 52
				FSA ELA 2016: FSA MATH 2016:

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	Goal 2014-15	Goal 2015-16	Action Steps	Evaluation
<b>PBS</b>	PGE is a PBS School where PreK-fifth grade students will have their social/emotional needs met evidenced by a 10% reduction in office discipline referrals.	PGE is a PBS School where PreK-fifth grade students will have their social/emotional needs met evidenced by a 10% reduction in office discipline	<ol style="list-style-type: none"> <li>1. Continue to develop “Time to Teach” throughout PGE. (Focus on “teach-to,” use of partner teacher when needed, and support teachers with strategies to manage students with high-need behavior.)</li> <li>2. Develop school-wide reward system for positive behavior to support Tier I.</li> <li>3. Continue to teach social skills through Character Ed class on the fire arts wheel for K/1 students. Develop letters to send home to families to support character ed topics. Support character ed through videos in the café and morning show.</li> <li>4. Greet each student every day with a positive attitude/personal contact.</li> <li>5. Provide information to help parents support their children’s social emotional needs.</li> <li>6. Recruit, maintain, and meet with mentors for sub groups of children that are struggling.</li> <li>7. Re-establish nurturing program and administrative team will mentor those students that have a history of high referrals.</li> <li>8. Re-visit and revise procedures on offenses/major infractions.</li> <li>9. Summer book study: “The Boy Who Was Raised as a Dog”</li> </ol>	Percent of Students with No ODR <b>2013: 98% of students had 0-1 ODR (115)</b> <b>2014: 97% of students had 0-1 ODR (198)</b>
				<b>2015</b>
				<b>2016</b>

	Goal 2014-15	Goal 2015-16	Action Steps	Evaluation
<b>Parent Involvement</b>	PGE will increase parental involvement in after school academic activities/opportunities by 10% to support student achievement.	PGE will increase parental involvement in after school academic activities/opportunities by 10% to support student achievement.	<ol style="list-style-type: none"> <li>1. Information provided to families through night events (Meet Your Teacher, Curriculum, Media Monday, SAEC, PTA, etc.)</li> <li>2. Face to face parent conference with every parent during the first quarter.</li> <li>3. Student led conferences in first through fifth grades during the second/third quarter.</li> <li>4. Monthly PTA family events</li> <li>5. Grade level concerts, Talent Show, STAR running events, and community art shows</li> <li>6. Spring Open House</li> <li>7. Continue PGE Facebook page and website.</li> </ol>	<b>2015</b>
				<b>2016</b>

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## Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

Focus/EQ:	Area(s) Addressed	Training & Member Responsible	Resources & Follow-Up	Monitoring Process	Expected Consistency : Timeline	Notes
<b>Tuesday, August 4, 2015</b> How will we build the rigor, relevance and relationships throughout PGE?	<b>Understand how rigor, relevance, and relationships support the foundation for effective instruction. Begin applying the tools aligned with rigor and relevance to create a more engaging learning environment.</b>	Model Schools Team: Lynne Kirby, Julie Jones, Mollie Chandler, Mallory Niver and Leanna Boynton	Resources: Verb list, Technology Use, Student Work Products and Question Stems by Quadrant Follow-up: throughout the year	What are students learning? Why are they learning it? How will they use it?	Continue to increase use throughout the school year. Revisit each quarter to increase consistency	Model Schools Conference Team to meet quarterly to develop PD for staff
<b>Friday, August 7, 2015</b> How will we utilize new teaching strategies to improve writing throughout the curriculum every day?	Core Connections Writing Team K-2 training and 3-5 Training	K-2: Marina Koelber, Priscilla McClain, Michelle Jensen, Julie Walker, Mallory Niver 3-5: Carlyle Thomasson, Gina Atkin, Connie Kane	Resources: Core Connections Writing Sorts examples; Katie Manning Powerpoint	Writing progress will be monitored, discussed and added to throughout the school year	Improved diversity of writing instruction throughout the year	Writing and Math teams will meet throughout the year to develop PD for staff.
<b>Monday, August 17, 2015: How will we build consistency in our use of Guided Reading Leveling?</b>	Guided Reading	Practices developed during the spring of 2015; Lynne Kirby shared information	Resources: Guided Reading Levels by Grade; Guided Reading PGE "Best" Practices; CCSB Grade Level Proficiencies	Data Days will include discussion of students' progress in Guided Reading	First Quarter; purpose of PD to build consistency	Decision was made in the spring to share this info in August.
<b>Wednesday, August 26, 2015:</b> How will we work together to meet the needs of our PGE students,	Brain Research Update K-2 ELA & Math 3-5 ELA & Math Support Staff: Nurturing	School Psychologist- Jessica Reynolds K-2 ELA Team K-2 Math Team 3-5 ELA Team 3-5 Math Team	Resources: Brain Research PPT K-2 ELA & Math Team PPT & Resources	Ongoing PD on these topics throughout the school year will	Continue to increase use throughout the school year. Revisit each quarter	

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teachers and staff?		April Rose-Support Staff Team Leader	3-5 ELA & Math Team PPT & Resources	build consistency throughout PGE	to increase consistency	
<b>Monday, August 31, 2015: Why small group instruction?</b>	Why Small Group? Why differentiate instruction?	Lynne Kirby clarified expectations	Resources: Discussion of purpose and management of classroom	Walk throughs, observations and grade level planning discussions	Consistency established during the first quarter	
<b>Tuesday, September 1, 2015: How will we use the comprehension strategies of metacognition and schema to build student understanding of concepts taught?</b>	Share comprehension artifacts	Teachers bring comprehension artifacts to share with diverse groupings of staff	Teacher chosen artifacts	Consistent use of comprehension strategies throughout PGE	First quarter consistency	Comprehension Strategies and Math Practice School wide implementation
<b>Monday, September 14, 2015: How will we build consistency in parent communications throughout PGE?</b>	Parent Communication expectations	Julie Jones share comment recommendations	Report Card Comment Book and Comment Codes shared	Consistent use of parent communication tools throughout PGE	First Quarter	
<b>Monday, September 21, 2015: How will we build student understanding of math practices?</b>	Mathematical Practice #3	Nancy Beaudet & Danika Loyed	Tool shared that helps students have "respectful disagreements"	Consistent use of mathematical practices throughout PGE	First Quarter	
<b>Monday, September 28, 2015: How will we use Success Maker to build student understanding of FSS?</b>	Share changes in Success Maker for 2015 school year	Shaunda Burdette provided all staff PD then met with teachers in the lab throughout the day	Reports shared; individual class progress discussed during the lab	Consistent use of Success Maker throughout PGE	First Quarter	
<b>Tuesday, October 6, 2015: How will we use mathematical practices to build student understanding of concepts taught?</b>	Share mathematical practice artifacts	Teachers bring mathematical practice artifacts to share with diverse groupings of staff	Teacher chosen artifacts	Consistent use of mathematical practices throughout PGE	First quarter	Mathematical practice school wide implementation

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<b>Monday, October 19, 2015:</b> How will we build student understanding of math practices?	Mathematical Practice #4	Nancy Beaudet & Danika Loyed	Resources:	Consistent use of mathematical practices throughout PGE	Second Quarter	
<b>Wednesday, October 28, 2015:</b> How will we build consistency in our phonics instruction?	K-2: "Discovering Intensive Phonics"	Julie Walker	Resources: PPT and video clips	Consistent use of phonics instruction throughout PGE	Second Quarter	
<b>Tuesday, November 3, 2015:</b> How will we increase use of "writing in every subject, every day?"	Share ELA artifact	Teachers bring ELA writing artifacts to share with diverse groupings of staff	Teacher chosen artifacts	Consistent use of writing instruction throughout PGE	Second Quarter	
<b>Monday, November 16, 2015:</b> How will we build student understanding of math practices?	Mathematical Practice #7	Nancy Beaudet & Danika Loyed	Resources:	Consistent use of mathematical practices throughout PGE	Second Quarter	
<b>Tuesday, December 1, 2015:</b> How will we use comprehension strategies to build student understanding of concepts taught?	Share comprehension artifacts	Teachers bring comprehension artifacts to share with diverse groupings of staff	Teacher chosen artifacts	Consistent use of comprehension strategies throughout PGE	Second Quarter	
<b>Monday, December 14, 2015:</b> How will we build student understanding of math practices?	Mathematical Practice #8	Nancy Beaudet & Danika Loyed	Resources:	Consistent use of mathematical practices throughout PGE	Third Quarter	
<b>Tuesday, January 5, 2016:</b> How will we support our students that have experienced trauma?		Terri Cooper	Resources:			
<b>Friday, January 29, 2016:</b>	Tech, ELA, Math & Behavior		Resources:			
<b>Tuesday, February 2, 2016:</b> How will we use	Share science/social studies	Teachers bring science or social studies artifacts to	Teacher chosen artifacts	Consistent instruction of science	Third Quarter	

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insure that students understand science and social studies concepts taught?	artifacts	share with diverse groupings of staff		and social studies		
<b>Friday, February 12, 2016:</b>						
<b>Tuesday, March 1, 2016:</b> How will we use mathematical practices to insure students understand concepts taught?	Share math artifacts	Teachers bring math artifacts to share with diverse groupings of staff	Teacher chosen artifacts	Consistent use of mathematical practices	Third Quarter	
<b>Thursday, March 10, 2016:</b> How are we meeting the needs of our PGE students?	All staff retreat					
<b>Tuesday, April 5, 2016:</b> How will we use writing to insure students understand concepts taught?	Share writing artifacts	Teachers bring writing artifacts to share with diverse groupings of staff	Teacher chosen artifacts	Consistent use of writing throughout PGE	Fourth Quarter	
<b>Tuesday, May 3, 2016:</b> How will we keep our students learning throughout this summer?	Share summer reading and math ideas	Teachers bring artifacts to share with diverse groupings of staff	Teacher chosen artifacts	Students excited about summer plans	Summer	