

# Pleasant Grove Elementary School

## School Improvement Plan 2018-2019



Mission/Vision: 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.

EQ: How will we meet the academic and social/emotional needs of our students?

1. To further reduce referrals & continuing in creating a safe environment for learning, meeting the social/emotional needs of students through a positive school-wide culture. We will model this through a continued focus of recognizing our own social/emotional needs as we build each other up.
2. Full implementation of the 5D instructional framework through our observations, walkthroughs, and feedback to increase instructional practice in all grade levels focusing on student engagement.
3. Continuing to monitor the learning gains and academic progress of all students through quarterly data days, specifically focusing on bottom quartile.

<b>Action Steps</b>		<b>Evaluation</b>
<b>Strategies/Steps</b>	<b>Measures of Progress</b>	
<b>Core Content Areas</b>	<p>1. Full Implementation of the 5D instructional framework through observations, walk throughs, and feedback to increase instructional practice in all grade levels focusing on student engagement.</p> <ul style="list-style-type: none"> <li>a. Schedule instructional staff PD during pre-planning week</li> <li>b. Ongoing PD in the 5D tool throughout the school year during FLS</li> <li>c. Develop lessons and gather resources that incorporate hands-on learning activities to increase engagement</li> <li>d. Classrooms visits among teachers during instructional day to gain best practices</li> <li>e. Modeling of best practices by TOSA</li> <li>f. Book studies related to building rigor and engagement in the classroom - monthly PLC, representatives from each grade level</li> </ul>	<p>Walk-through data</p> <ul style="list-style-type: none"> <li>Review of feedback with individual instructional staff members</li> <li>Monthly review with leadership team</li> <li>Quarterly review with staff</li> </ul> <p>Evidence through documented walk throughs</p> <p>80% of students will score a level 3 and above in ELA FSA (66% in spring 2018)</p> <p>85% of students will score a level 3 and above in math FSA (70% in spring 2018)</p> <p>80% of students will score a level 3 and above in science FCAT (58% in spring 2018)</p>



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Action Steps		Evaluation
Strategies/Steps	Measures of Progress	
<b>Core Content Areas (cont.)</b>	<p>2. Continuing to monitor the learning gains and academic progress of all students.</p> <ul style="list-style-type: none"> <li>a. Quarterly data days led by TOSA</li> <li>b. Focus on bottom quartile growth</li> <li>c. Unpacking of standards to gain in-depth understanding               <ul style="list-style-type: none"> <li>i. 3rd grade GLP focus on integration of knowledge and ideas/numbers and operations-fractions</li> <li>ii. 4th grade GLP focus on text-based writing (key ideas &amp; details/integration of knowledge and ideas)/numbers and operations-fractions</li> <li>iii. 5th grade GLP focus on text-based writing (key ideas &amp; details/integration of knowledge and ideas)/measurement/data/geometry &amp; Earth/Space</li> </ul> </li> <li>d. Citrus Assessment data driving conversations and instruction</li> <li>e. Small group targeted instruction</li> <li>f. Custom courses in SM to support areas of need               <ul style="list-style-type: none"> <li>i. Progression of balance tests implementation</li> </ul> </li> </ul>	<p>Quarterly Data Days Grades</p> <p>Increase of learning gains</p> <p>80% of students will score a level 3 and above in ELA FSA (66% in spring 2018)</p> <p>85% of students will score a level 3 and above in math FSA (70% in spring 2018)</p> <p>80% of students will score a level 3 and above in science FCAT (58% in spring 2018)</p>



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<b>Action Steps</b>		<b>Evaluation</b>
<b>Strategies/Steps</b>	<b>Measures of Progress</b>	
<b>Behavior</b>	<p>To further reduce referrals and continuing in creating a safe environment for learning, meeting the social/emotional needs of all students through a positive school-wide culture.</p> <p>a. PBS team is revisiting to restructure their purpose and usage. Organized monthly meetings. Quarterly PBS events planning.</p> <ul style="list-style-type: none"> <li>i. Golden Dinners</li> <li>ii. Starbucks/charms</li> <li>iii. Celebrating progress</li> <li>iv. Peer buddies - positive kid interactions</li> <li>v. Character education</li> </ul> <p>b. PD in the area of trauma, student behavior (incorporating book studies)</p>	<p>Reduction in referrals Lesson plans that show implementation of Sanford Harmony Data monitoring of behavior PMPs</p> <p>Leadership team will discuss monthly through leadership meetings. Decrease in discipline referrals. Survey data</p> <p>5% decrease in OSS 5% decrease in offenses</p>
<b>Other</b>	<p>(Behavior continued)</p> <p>c. Lead teacher trained in behavior and implementation of coping skills coaches from special area teachers</p> <p>d. Behavior interventions (scheduled as academic interventions)</p> <p>e. PD and school-wide implementation in Sanford Harmony</p> <p>f. SAEBRS (FastBridge) - explore and implement</p> <p>g. Reset station</p> <p>h. Morning show - focus on character ed</p> <p>i. Safe places and tool kits in classrooms</p> <p>j. Continuing Conscious Discipline school-wide implementation</p> <p>k. Bucket Filler book focus school-wide to support school-wide theme</p>	

<b>School Grades</b>								
2010	2011	2012	2013	2014	2015	2016	2017	2018
A	A	A	B	A	A	B	C	



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### Early Warning System

Required for schools including any of grades K-8, pursuant to section 1001.42(18)(a)2., F.S

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:
  - i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
  - ii. One or more suspensions, whether in school or out of school
  - iii. Course failure in English Language Arts **or** mathematics
  - iv. Grades K-2: "High Risk" on FastBridge earlyReading and/or earlyMath assessments  
 Grades 3-5: Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
  
2. Provide the following data related to the school's early warning system:
  - i. The number of students by grade level that exhibit each early warning indicator listed above
  - ii. The number of students identified by the system as exhibiting two or more early warning indicators

	Attendance	Suspension	Course Failure	Level 1
<b>KDG</b>	7	2	0	0
<b>Grade 1</b>	12	5	0	13
<b>Grade 2</b>	5	2	1	8
<b>Grade 3</b>	7	4	2	9
<b>Grade 4</b>	1	3	1	11
<b>Grade 5</b>	7	3	1	16

Two or More EWS Indicators
<b>KDG</b>
<b>Grade 1</b>
<b>Grade 2</b>
<b>Grade 3</b>
<b>Grade 4</b>
<b>Grade 5</b>

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Before and After School Success Maker lab

YMCA after school intervention/tutor time

Title 1 resources teachers for Tier 1 & Tier 2 interventions

Tier 1 interventions within the general education class

Behavior support and counseling with Admin team, ESE Specialist and Guidance Counselor

4. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

PBS School- we offer professional development in the area of positive behavior support, as well as celebration activities for students. Staff training covering strategies of Conscious Discipline. This training also included our instructional support staff members. Our staff works collaboratively together focused on a positive working relationship with each other. This is a foundation of our beliefs. Grade level teams plan together once a week. Our support team meets with their grade level teachers to collaborate on plans, interventions and to focus strategies based on identified student needs.

5. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

We implement state-approved curriculum for our core programs. Teachers document instruction, including Florida standards, in their daily lesson plans.

6. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

We monitor through quarterly data days with all grade levels. Data day meetings include grade level teachers, interventionists, admin/leadership team members making sure we are collaborating to meet all students needs. Tier II and III provide research-based instructional strategies to focus on specific areas of needs for students in need. Teachers monitor all students weekly through classroom work and assessments and adjust lesson plans for Tier I instruction. Collaboration occurs between interventions and classroom teachers to monitor and adjust instruction as needed.