

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PLEASANT GROVE ELEMENTARY SCHOOL

District Name: Escambia

Principal: Pam Mullen

SAC Chair: Cheyanne Forbes

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/26/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Robin Maloy	BA-Early Childhood/Elementary Education, University of West Florida; Master of Education, Educational Leadership, University of West Florida	3	2	2011-2012: School grade: C Reading mastery 58%: Math mastery 50%: Writing mastery 71%: Science 59% 2010-2011: School grade: C Reading mastery 72%: Math mastery 72%: Writing mastery 83%: Science 47%. AYP: We did not meet AYP in all subgroups with the exception of Writing. 2009-2010: Reading mastery 83%: Math mastery 79%: Writing mastery 79%: Science 62%.
					2011-2012: School grade: C

Principal	Pam Mullen	BA – Special Education, University of West Florida; Master of Education, Educational Leadership, University of West Florida	4	7	<p>Reading mastery 58%: Math mastery 50%: Writing mastery 71%: Science 59% 2010-2011: School grade: C Reading mastery 72%: Math mastery 72%: Writing mastery 83%: Science 47%.</p> <p>AYP: We did not meet AYP in all subgroups with the exception of Writing. 2009-2010: Reading mastery 83%: Math mastery 79%: Writing mastery 79%: Science 62%.</p> <p>2008-2009: Grade: A, Reading mastery 87%: Math mastery 83%: Writing mastery 70%: Science 56%.</p> <p>AYP: All of our subgroups met AYP. Our black students met AYP under the growth model. Grade: A 2007-2008: Reading Mastery: 90% Math Mastery: 85% Writing: 95% Science: 63%</p> <p>AYP: All of our subgroups met AYP. Our black students met AYP under the safe harbor.</p>
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Not Applicable	Not Applicable	Not Applicable			Not Applicable

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with Principal 2. Partnering new teachers with veteran staff 3. Hire experienced teachers 4. Hire teachers who are certified in the area in which they teach 5. START mentoring program through district	1. Principal 2. Principal/Assistant Principal 3. Principal 4. Principal/Assistant Principal 5. START Mentor	1. On-going 2. On-going 3. July/August 2012 4. July/August 2012 5. On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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Not Applicable

Not Applicable

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
53	7.5%(4)	30.2%(16)	26.4%(14)	32.1%(17)	34.0%(18)	98.1%(52)	7.5%(4)	3.8%(2)	15.1%(8)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lindie Eskew	Susan Ramsey	New to school	weekly meetings
Kristi Suarez	Melody VanWitzenburg	New To school	Weekly Meetings
Kristi Suarez Kristin Danley	Meghan Holliday	First Year Teacher	weekly meetings Miss Holliday will also be serviced through the START Program provided by the district. Mentor Teacher is Kristin Danley.
Bonnie Piatt Kristin Danley	Jacqueline Rabin	First Year Teacher	Weekly meetings Mrs. Rabin will also be serviced through the START Program provided by the district. Mentor Teacher is Kristin Danley.
Cheyenne Forbes Kristin Danley	Erin Phillips	First Year Teacher	Weekly Meetings Miss Phillips will also be serviced through the START Program provided by the district. Mentor Teacher is Kristin Danley.
Elsie Perryman	Anne Corrigan	New to school	weekly meetings
Rebecca Morgan Kristin Danley	Elizabeth Cheney	First Year teacher	weekly meetings Mrs. Cheney will also be serviced through the START Program provided by the district. Mentor Teacher is Kristin Danley.
Shannon Perry	Deborah Jackson	New to school	weekly meetings
Carol Larsen	Mae Larock	New to school	weekly meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Services and monies (total allocations: \$67,425.00) 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 and staff development materials.

Title I, Part C- Migrant

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 no migrant students at Pleasant Grove Elementary School.

Title I, 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 and district level. Please see each goal for specific professional development activities (inservice education).

Title III

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. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL center, but we serve no ELL students.

Title X- Homeless

The school works with the district's Homeless Coordinator 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 and appropriated education. This program is overseen by the District Title 1 office. At Pleasant Grove Elementary school, we have 15 identified homeless students.

Supplemental Academic Instruction (SAI)

SAI monies were reduced and/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 a 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 school's Behavior Management Plan, we provide training for faculty, staff, and 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 event, and through school computer networks. In addition, our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self-serve options. Our 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 houses one Head Start classroom. The one teacher and one teacher aide and approximately 10 students are monitored 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.

Not Applicable

Other

We are one of the three schools that has received the three-year DODEa (Military Grant). The grant has two branches: 1. Professional development for teachers using research-based programs, content knowledge and instructional practices using technology and 2. An after school program called, "Basic Training" for third, fourth and fifth grade students. This training for students will be for two hours, two days a week from October 1st to April 1st. The first hour will be for remediation/enrichment of mathematics and science benchmarks needed for success in Florida schools. The second hour will be, "Company Time" which will provide real-life application of the skills through engaging learning activities based on student interest and teacher expertise. Students will make new choices each nine weeks from activities such as: *Future Aviators-partnership with Naval Aviation Museum and Warrington Middle School Flight Academy-focus is Science and Technology *Art for Today –performing arts such as violin and dance that support mathematics *Book Club (focus on Reading in the content area through literature) *Chess Team (develop analytical thinking-focus is mathematics) *Learn and Serve (community service-focus is Science) *Technology Time-(Safari Montage, Brain Pop, Student Island) focus-technology *Mad Scientists-hands on experiments with help from the Emerald Coast Science Club and UWF students-focus is Science *Robotics-partnership with Robotics Team from PHS-focus is Engineering and Science *Gaming-partnership with gaming academy at Tate High School-focus is Math..*Engineers of Tomorrow-partnership with UWF Science and Engineering Department-Focus is Engineering. The total grant project is for \$1,176,250.00 and will be divided among the three qualifying schools.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Pam Mullen- principal, Rhonda Piece-guidance counselor, Robert Seay-ESE Teacher, Lori Crigler - ESE teacher, Robin Maloy - Assistant Principal

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The 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 also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The school improvement plan will be shared with the committee. We will review each month to check progress towards goal.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: 2012 FCAT data, FAIR, Progress monitoring, Go Math: FCAT Simulation, FAIR Mid year: FCAT Simulation, Go Math: FAIR End of the year: FCAT (AIMS web), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA) End of year: FAIR and FCAT Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

At the beginning of the 2011-2012 school year, teachers were trained in the RtI process. A review of MTSS process will be given in the 2012-2013 and professional development will be provided and small sessions will occur throughout the year as needed.

Describe the plan to support MTSS.

The Administration and faculty at Pleasant Grove 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 of MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team members are: (aka: Reading Leadership Team)
Deanna Paul, Dawn Cooper, Glenn Meyer, Becky Morgan, Teresa Lee, Meghan Holliday, Lori Crigler, Annette Joyner, Pam Mullen, Robin Maloy

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT (Reading Leadership Team) meet every other month to discuss programs and Reading goals to ensure implementation and completion of scheduled activities.

What will be the major initiatives of the LLT this year?

The major initiatives for the LLT this year are:

1. Family Reading Night in first semester of school
2. Principal book reviews during announcements
3. Book Club for interested students

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 8/30/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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 and 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 before the school year begins to screen the new students entering Kindergarten. This is a time when the child can 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 first 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 children for Kindergarten.

Many of our Kindergarten students this year have not had Pre-K experience. This means that our Kindergarten teachers have to back up their curriculum to meet the needs of the children coming in to our Kindergarten classrooms. Our teachers do an outstanding job of transitioning preschool children into our public education system.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Not Applicable

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Not Applicable

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Not Applicable

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2011-2012 Pleasant Grove 58% (183) of students in grades 3-5 were proficient in Reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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58% (183) of students in grades 3-5 were proficient in Reading	In 2012-2013 Pleasant Grove will increase the percentage of students scoring level 3 or higher on FCAT Reading by 2% (60%). (195)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students working at varying levels	1.1.A. Implement Differentiated Instruction strategies. 1.1.B. Data meetings	Principal/Assistant Principal/Classroom teachers	Monitoring Data Notebooks and grades	FCAT
2	1.2 Low level of performance upon entering grade level.	1.2 Differentiated Instruction during small groups	Principal/Assistant Principal/Classroom teachers	Progress on FAIR/WAM and Ongoing Progress Monitoring.	FAIR/WAM, ongoing Progress Monitoring, and FCAT 2.0 data
3	1.3 Lack of Reading Coach	1.3 Implement read-alouds focused on vocabulary	K-5 teachers	Reading Leadership Team will meet on a regular basis to monitor progress	FCAT Reading
4	1.4 Students' absences and tardiness to school. In addition, students need transportation home from after-school tutoring.	1.4 Monitor attendance and tardies on a daily basis. Call parents and guardians when necessary regarding these barriers. Involve the guidance counselor and school social worker.	Principal, assistant principal, and guidance counselor	Check attendance and tardies daily	End-of-the year attendance and tardy reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Not Applicable
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Not Applicable	Not Applicable
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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2011-2012 Pleasant Grove 29% (95) of students in grades 3-5 scored level 4 or 5 on Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (95) of students in grades 3-5 scored level 4 or 5 on Reading	In 2012-2013 Pleasant Grove will increase the percentage of students scoring levels 4 or 5 by 1% (30%).(98 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students working at varying levels	2.1.A. Implement Differentiated Instruction strategies. 2.1.B. We will continue to assess our students using FAIR. 2.1.We will disaggregate student data to focus on individual needs.	Principal/Assistant Principal/Classroom teachers	Monitoring Data Notebooks and grades FAIR Data	FCAT Reading
2	2.2 Absences and tardies	2.2 Monitor the attendance and tardies daily. Call parents/guardians and make home visits.	Principal, assistant principal, guidance counselor, and school social worker	Daily attendance and progress reports	The end-of-the year attendance and tardy reports.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2011-2012 Pleasant Grove 58% (95) of students in grades 3-5 made learning gains on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (95) of students in grades 3-5 made learning gains on FCAT Reading	In 2012-2013 Pleasant Grove will increase the percentage of students making learning gains on FCAT Reading by 2% (60%).(127 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Students working at varying levels	3.1.A. Implement Differentiated Instruction strategies. 3.1.B. We will continue to assess our students using FAIR. 3.1. We will disaggregate student data to focus on individual needs.	Principal/Assistant Principal/Classroom teachers	Monitoring Data Notebooks and grades FAIR Data	FCAT Reading
2	3.2 Students' absences and tardiness to school.	3.2 Monitor attendance and tardies on a daily basis. Call parents and guardians when necessary regarding these barriers. Involve the guidance counselor and school social worker.	Principal, assistant principal, and guidance counselor/ School Social Worker	Check attendance and tardies daily	End of the year attendance and tardy reports
3	3.3 Lack of Reading Coach	3.3 Implement Read-a-louds in grades with emphasis on vocabulary.	K-5 Teachers	Reading Leadership Team will meet to monitor progress	FCAT Reading
4	3.4 Low level of performance upon entering grade level.	3.4 Differentiate Instruction during small group	K-5 Teachers	Progress on FAIR/WAM and ongoing Progress Monitoring.	FAIR/WAM, ongoing Progress Monitoring, and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2011-2012 Pleasant Grove 62% of lowest quartile students in grades 3-5 made learning gains on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%) of lowest quartile students in grades 3-5 made learning gains on FCAT Reading.	In 2012-2013 Pleasant Grove will increase or maintain the percentage of lowest quartile students making learning gains on FCAT Reading by 1% (63%).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1 Students working at varying levels	4.1.A. Implement Differentiated Instruction strategies. 4.1.B. We will continue to assess our students using FAIR. 4.1.C We will disaggregate student data to focus on individual needs.	Principal/Assistant Principal/Classroom teachers	Monitoring Data Notebooks and grades FAIR Data	FCAT Reading
2	4.2 Lack of Reading coach	4.2 Utilize volunteers and peer teachers for one on one and small group tutoring	Principal/Assistant Principal	data meetings	FCAT Reading
3	4.3 Absences and tardies.	4.3 Monitor attendance and tardies on a daily basis	Principal and assistant principal	Daily attendance and tardy roster	End of the year attendance and tardy reports

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our school will reduce the achievement gap by 50% by increasing our proficiency in reading by seven (7) percentage points over the course of six years.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	60	64	68	72	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	On the 2011 FCAT reading assessment 109 of white students and 34 of black students were proficient.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
109 of white students and 34 of black students were proficient on the 2011 FCAT reading assessment.	In 2012-2013 Pleasant Grove will increase the percentage of white (110) and black (35) students in grades 3-5 scoring level 3 or higher on FCAT Reading by 1%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1 Students working at varying levels	5B.1 Implement Differentiated Instruction strategies. 5A.1.B. We will continue to assess our students using FAIR. 5A.1.C We will disaggregate student data to focus on individual needs. 5A.1.D Use available slots in military grant for after school tutoring	Principal/Assistant Principal/Teachers	Monitoring Data Notebooks and grades FAIR Data	FCAT Reading
2	5B.2 Lack of Reading coach	5B.2 Utilize volunteers and peer teachers for one on one and small group tutoring	Principal/Assistant Principal/Teachers	Data Meetings	FCAT Reading
3	5B.3 Students' absences and tardiness to school.	5B.3 Monitor attendance and tardies on a daily basis. Call parents and guardians when necessary regarding these barriers. Involve the guidance counselor and school social worker.	Principal, assistant principal, guidance counselor, and school social worker	Daily attendance and progress reports	The end of the year attendance and tardy reports.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Not Applicable
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	Not Applicable
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Reading Goal #5D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not applicable		Not applicable			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	On the 2012 FCAT reading assessment 179 of Economically Disadvantaged students were proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
179 of Economically Disadvantaged students were proficient.	In 2012-2013 Pleasant Grove will increase the percentage of students scoring proficiency by 1% (180).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1 Students working at varying levels	5E.1 A Implement Differentiated Instruction strategies. 5D.1.B. We will continue to assess our students using FAIR. 5D.1.C. We will disaggregate student data to focus on individual needs.	Principal/Assistant Principal/Classroom teachers	Monitoring Data Notebooks and grades FAIR Data	FCAT Reading
2	5E.2 Lack of Reading coach	5E.2 Utilize volunteers and peer teachers for one on one and small group tutoring	Principal/Assistant Principal/Classroom teachers	Data Meetings	FCAT Reading
3	5E.3 Students' absences and tardiness to school.	5E.3 Monitor attendance and tardies on a daily basis. Call parents and guardians when necessary regarding these barriers. Involve the guidance counselor and school social worker.	Principal, assistant principal, guidance counselor, and school social worker	Daily attendance and progress reports	The end of the year attendance and tardy reports.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Beverly Tyner	3rd-5th	District	3rd-5th grade teachers	First teacher plan day (October)	Data Meetings, Classroom Walk throughs	Principal/Assistant Principal
FCAT star training	3rd-5th	Principal/Assistant Principal	3rd-5th grade teachers	By end of September	Data meetings	Principal/Assistant Principal
School Data training	All	District	Teachers	Week of Pre-planning	Data meetings	Principal/Assistant Principal
Common Core Training	K-2	Assistant Principal	K-2nd grade teachers	First teacher plan day (October)	Data Meetings, Classroom Walk throughs	Principal/Assistant Principal
FAIR Training/SRA training	All New teachers	District	New Teachers and teachers assigned to new grade levels	1 semester	Data Meetings, Classroom Walk Throughs	Principal/Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Updated library books	student checkout	Instructional Materials-library	\$2,586.00
Periodicals	teacher materials	Regular operations	\$250.00
			Subtotal: \$2,836.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
AR Program	Student test	SAI	\$3,000.00
Discovery Ed	Student test	Military Grant	\$3,500.00
Safari Montage	Subscription to video resource to enhance learning	Title 1	\$1,000.00
			Subtotal: \$7,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Tyner for 3rd-5th	materials	Military Grant	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Substitutes	Hire subs for teachers to attend workshops	Title 1	\$5,000.00
Parent Educator	Parent Educator to work with struggling students	Title 1/SAI	\$7,000.00
			Subtotal: \$12,000.00
			Grand Total: \$22,836.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Not Applicable
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2012 Current Percent of Students Proficient in listening/speaking:

Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Not Applicable
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2012 Current Percent of Students Proficient in reading:

Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Not Applicable
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2012 Current Percent of Students Proficient in writing:

Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In 2011-2012 Pleasant Grove 50% (160) of students in grades 3-5 were proficient on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (160) of students in grades 3-5 were proficient on FCAT Math.	In 2012-2013 Pleasant Grove will increase the percentage of students making proficiency on FCAT Math by 5% (55%). (179)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students working at varying levels	1.1.A. Implement Differentiated Instruction strategies. 1.1.B. Data meetings	Principal/Assistant Principal/Classroom teachers	Monitoring Data Notebooks and grades	FCAT
2	1.2 New standards and new FCAT specifications	1.2 Common board configuration including objectives, essential questions, date, agenda, and homework assignments.	Principal, Assistant Principal	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	Reports generated from classroom walkthroughs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement	
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Level 4 in mathematics. Mathematics Goal #2a:	In 2011-2012 Pleasant Grove 26% (83) of students in grades 3-5 scored level 4 or higher on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (83) of students in grades 3-5 scored level 4 or higher on FCAT Math.	In 2012-2013 Pleasant Grove will increase number of students in grades 3-5 scoring level 4 or higher on FCAT Math by 4% (30%).(98 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Students working at varying levels	2.1.A Implement Differentiated Instruction strategies. 2.1.B. Data meetings	Principal/Assistant Principal/Classroom teachers	Monitoring Data Notebooks and grades	FCAT Math test
2	2.2 Absences and Tardies	2.2 Monitor the attendance and tardies daily. Call parents/guardians and make home visits.	Principal, Assistant Principal, guidance counselor, and school social worker .	Daily attendance and progress reports.	The end-of-the year attendance and tardy reports
3	2.3 Lack of enrichment for higher performing students.	2.3 Identify higher performing students. Provide these students with enrichment activities.	Classroom teachers, data power team	Data monitoring during bimonthly data meetings	"Go Math!" assessments, written and online

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2011-2012 Pleasant Grove 63% (106) of students in grades 4-5 made learning gains on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

63% (106) of students in grades 4-5 made learning gains on FCAT Math.			In 2012-2013 Pleasant Grove will increase of students in grades 4-5 making learning gains on FCAT Math by 2% (65%).(138 students)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Students working at varying levels	3.1.A Implement Differentiated Instruction strategies. 3.1.B. Data meetings	Principa/Assistant Principal/Classroom teachers	Monitoring Data Notebooks and grades	FCAT Math
2	3.2 Absences and Tardies	3.2 Monitor the attendance and tardies daily. Call parents/guardians and make home visits.	Principal, Assistant Principal, guidance counselor, and school social worker	Daily attendance, and progress reports.	The end-of-the year attendance and tardy reports
3	3.3 New standards and new FCAT specifications	3.3 Determine core instructional needs by reviewing common assessment data of all students. Plan differentiated instruction using evidence-based instruction and interventions within the mathematics blocks.	Principal, Assistant Principal	Grade-level teams will review results of common assessment data every 9 weeks to determine progress toward benchmarks	Common assessments tied to math standards administered at the completion of teaching the benchmark.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 2011-2012 Pleasant Grove 59% of lowest quartile students in grades 3-5 made learning gains on FCAT Math
2012 Current Level of Performance:	2013 Expected Level of Performance:

59% of lowest quartile students in grades 3-5 made learning gains on FCAT Math

In 2012-2013 Pleasant Grove will increase or maintain the percentage of lowest quartile students in grades 3-5 making learning gains on FCAT Math 1% (60%).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1 Students working at varying levels	4.1.A Implement Differentiated Instruction strategies. 4.1.B. Data meetings	Principal/Assistant Principal	Data notebooks and grades	FCAT Math
2	4.2 New standards and new FCAT specification	4.2 Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process.	Principal, Assistant Principal	Grade-level teams will review results of common assessment data every 9 weeks to determine progress toward benchmark	Common assessments tied to math standards administered at the completion of teaching the benchmark, FCAT 2.0.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our school will reduce the achievement gap by 50% by increasing our proficiency in math by seven (7) percentage points over the course of six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	57	61	65	70	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	On the 2012 FCAT Math assessment 87 of white students and 29 of black students were proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87 of white students and 29 of black students were proficient on the 2011 FCAT reading assessment.	In 2012-2013 Pleasant Grove will increase the percentage of white and black students in grades 3-5 scoring level 3 or higher on FCAT Math by 1%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1 Students working at varying levels	5B.1 Train all teachers in implementation of NGSSS 5.1.B Use strategies for improvement working with white and black students	Principal/Assistant Principal	classroom walk-throughs student data	FCAT Math
	5B.2 New standards and new FCAT specifications	5B.2 Plan supplemental instruction/ intervention for students	Principal/Assistant Principal	Grade-level teams will review results of common assessment	Go Math! assessments tied to math

2		not responding to core instruction.		data every 9 weeks to determine progress toward benchmark.	standards administered at the completion of teaching the benchmark, FCAT 2.0.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	On the 2012 FCAT Math assessment 98 of Economically Disadvantaged students were proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
98 of Economically Disadvantaged students were proficient.	In 2012-2013 Pleasant Grove will increase the percentage of Economically Disadvantaged students scoring proficiency by

1% (100).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1 Students working at varying levels	5D.1.A Train all teachers in implementation of NGSSS 5D.1.B Use strategies for improvement working with white and black students	Principal/Assistant Principal/Classroom teachers	classroom walk-throughs student data	FCAT Math

End of Elementary School Mathematics Goals

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.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Math Training	All new teachers on all grade levels	District	New teachers	Pre-school	Classroom walk-throughs	Principal/Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Obtain HARDware needed to support Math	Laptops, iPads, Computers	Title 1/Replacement Funds	\$15,000.00
			Subtotal: \$15,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subs for PD	Subs for teachers to attend workshops	Title 1/SAI	\$7,000.00
			Subtotal: \$7,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$22,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In 2011-2012 Pleasant Grove 59%(56) of students in grade 5 were proficient on FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(56) of students in grade 5 were proficient on FCAT Science.	In 2012-2013 Pleasant Grove will increase the percentage of students making proficiency on FCAT Science by 1% (60%).(65 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students working at varying levels	1.1.A. Implement Differentiated Instruction strategies. 1.1.B. Data meetings	Principal/Assistant Principal/Classroom teachers	Monitoring Data Notebooks and grades	FCAT
2	1.2 Student mobility	1.2.A. Write Score Science Assessments	Principal/Assistant Principal	Data and weekly grade level meetings	FCAT Science
3	1.3 Limited Preparation Time	1.3 Provide real-world science experiences and other hands-on activities	Principal, Assistant Principal	Classroom teachers will determine activities and gather materials.	Fifth Grade Science FCAT scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 2011-2012 Pleasant Grove 14% (14) of students in grade 5 scored level 4 or 5 on FCAT Science.

2012 Current Level of Performance:		2013 Expected Level of Performance:			
14% (14) of students in grade 5 scored level 4 or 5 on FCAT Science.		In 2012-2013 Pleasant Grove will increase the percentage of students scoring levels 4 or 5 on FCAT Science by 6% (20%).(22 students)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.2 Student mobility	1.2.A FCAT Write Score Assessments	Principal/Assistant Principal/Teachers	data meetings	FCAT Science

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:			Not Applicable		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Not Applicable			Not Applicable		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science content/FCAT star training	5th grade	Assistant Principal	5th grade teachers	1st 9 weeks	Monitor data from Write Score Science FCAT simulation assessments	Principal/Assistant Principal

Science Budget:

Strategy	Description of Resources	Funding Source	Available Amount
CIM	Daily CIM	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Obtain hardware to support acces to online Hardcourt textbook, Safari Montage and other online resources	Laptops, IPads,	Title 1 Replacement funds	\$15,000.00
Brain Pop	Science program - web based	Title 1	\$300.00
			Subtotal: \$15,300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Consumable materials	Hands on Materials	Scienc elab materials	\$637.00
Military Grant will provide after school tutoring for students in grades 3-5	Students to be tutored at Pleasant Grove twice a week for 14 weeks, Supplies and sstipends	Military Grant	\$20,000.00
Field trips	Students will have real life experiences for Science	Title 1 and Military Grant	\$6,000.00
Emerald Coast Science Night	Opportunity for students and parents to participate in science experiments	Military Grant	\$500.00
			Subtotal: \$27,137.00
			Grand Total: \$42,437.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		In 2011-2012 Pleasant Grove 31% (31) of students in grade 4 scored level 3.5 or higher on FCAT Writing.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
31% (31) of students in grade 4 scored level 3 or higher on FCAT Writing.		In 2012-2013 Pleasant Grove will maintain or increase of students in grade 4 scoring level 3.5 or higher on FCAT Writing by 5% (36%).(37 students)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Changes in Writing Criteria and more rigorous grading.	1.1.Administer Write Score Assessment 3 times	1.1.3rd-4th grade teachers/ Adminstration	Data meetings with 3rd-4th grade teachers to review Wrtie Score Assessment results.	FCAT Writing test/Escambia Writes Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	In 2011-2012 the percentage of students scoring 4 or higher on FCAT writing was 12% (13 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (13 students) scored 4 or higher on the FCAT Writing test.	in 2012-2013 PLeasant Grove Elementary will increase the percentage of students scoring level 4 or higher on the FCAT writing by 10% (23 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 More rigorous scoring.	1.1 Train on current trends on FCAT Writing	District	Data meetings with 3rd-4th grade teachers to review Write Score Assessment results.	FCAT Writing and Escambia Writes

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.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
3rd-4th grade teachers training on changes in Writing test	3rd-4th	District	teachers	Pre-school	Monitor writings and Writei Score data results	Prinicpal/Assistent Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Curriculum nights	Night for parents to get information about Florida Writes	Title 1	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:	94.9% of 701 students equals a daily attendance rate of 665 students.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
94.9% of 701 students equals a daily attendance rate of 665 students.	In 2012-2013 Pleasant Grove's expected daily attendance rate will be 95% (647 students).				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
169 students have excessive absences (10 or more).	169 students or less will have excessive absences (10 or more).				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
106 students have excessive tardies (10 or more)	106 students or less will have excessive tardies (10 or more).				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We do not anticipate any barriers at this time.	1.1.A Recognizing the class in each grade level with the fewest tardies (announcements and bulletin board) 1.1.B Utilize School Social Worker to address chronic absences and excessive tardies	Principal/Assistant Principal/Guidance Counselor/data clerk	Attendance	Average Daily Attendance rate

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.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In 2011-2012 Pleasant Grove continued emphasizing the three school rules: Be Respectful; Be Responsible, and Be safe. However, we did not effectively recognize students for positive behavior.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2011-2012 there were 18 In-School Suspensions.	Pleasant Grove Elementary will maintain or decrease the number of in-school suspensions by 1.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2011-2012 there were 16 unduplicated students with in-school suspensions.	Pleasant Grove Elementary will maintain or decrease the number of unduplicated students with in-school suspensions by 1.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2011-2012 there were 42 Out-of-School Suspensions.	Pleasant Grove Elementary will maintain or decrease the number of out-of-school suspensions by 1.

2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
In 2011-2012 there were 38 unduplicated students with out-of-school suspensions.		Pleasant Grove Elementary will maintain or decrease the number of unduplicated students with out-of-school suspensions by 1.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of new students to Pleasant Grove who are not familiar with our rules and policies.	Implement strategies in the school behavior management plan recognizing students for positive behavior.	Principal/Assistant Principal	Monitor the number of ISS and OSS each grading period.	Data report from TERMS and behavior logs

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.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To reward students who earn BUGS each month	Refreshments and certificates	Title 1	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal # 1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		In the 2011-2012 school year, Pleasant Grove Elementary was awarded both the Five Star School Award and Golden School Award. Based on the School Climate Survey, Pleasant Grove Elementary received an overall satisfaction average rating of 3.5. (Surveys received - 37)			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Based on the 2011-2012 School Climate Survey the parents scores indicated they were satisfied with the overall performance of the school giving us an average rating of 3.5 on a scale of 1 to 4.		Pleasant Grove will maintain parental involvement based on continuing to earn the Golden School Award and the Five Star School Award, and/or getting an average rating of 3.5 or higher in the school climate survey from the parents.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not participating in activities because of the time events are offered	Offer events at different times in order for parents to be able to participate.	Principal/Assistant Principal	Sign-in sheets of activities	School climate survey/volunteer sheets
2	No anticipated barrier	Offer curriculum nights for parents and students.	School Improvement Goal Committees, Administration	Sign in sheets	School Climate survey

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.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Tyner Workshop	3rd - 5th grade teachers/ESE teachers	District	3rd - 5th grade teachers/ESE teachers	End of October	Administration observation of skills	Administration
Renaissance Confernece	teacher from each grae level	Renaissance presenters	One teacher from each grade level	November	Teachers share with faculty strategies learned	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Family Learning Activites	Refreshments and Materials	Title 1	\$500.00
Hire Parent educator to assist with parent activities and to serve as liason for parents	Not Applicable	Title 1 - Parental Involvement/ Title 1	\$6,126.00
			Subtotal: \$6,626.00
			Grand Total: \$6,626.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		Maintain or increase the number of 3rd, 4th, and 5th grade students who participate in the Military After School Program.			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Designing engaging activities to increase student participation	Explore and purchase Lego STEM curriculum. Purchase additional iPads and other technology	Principal Military After School Principal	Monitor Lesson Plans Monitor Military Grant Budget	Military Grant

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.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Renaissance Symposium Conference	This is an opportunity to transform Common Core expectations into classroom instruction. The Renaissance Symposium on Common Core will offer a variety of sessions that provide the clarity and direction teachers need to make sure students are college and career-ready.	DoDEA Grant	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase five iPads for all 3rd - 5th grade classroom	35 iPads	Military Grant	\$20,000.00
			Subtotal: \$20,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$25,000.00

End of STEM Goal(s)

Additional Goal(s)

Not Applicable Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Not Applicable Goal Not Applicable Goal # 1:			Not Applicable		
2012 Current level:			2013 Expected level:		
Not Applicable			Not Applicable		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Not Applicable Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Updated library books	student checkout	Instructional Materials-library	\$2,586.00
Reading	Periodicals	teacher materials	Regular operations	\$250.00
Science	CIM	Daily CIM	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	Not Applicable	Not Applicable	Not Applicable	\$0.00
STEM	Renaissance Symposium Conference	This is an opportunity to transform Common Core expectations into classroom instruction. The Renaissance Symposium on Common Core will offer a variety of sessions that provide the clarity and direction teachers need to make sure students are college and career-ready.	DoDEA Grant	\$5,000.00
				Subtotal: \$7,836.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	AR Program	Student test	SAI	\$3,000.00
Reading	Discovery Ed	Student test	Military Grant	\$3,500.00
Reading	Safari Montage	Subscription to video resource to enhance learning	Title 1	\$1,000.00
Mathematics	Obtain HArduare needed to support Math	Laptops, iPads, Computers	Title 1/Replacement Funds	\$15,000.00
Science	Obtain hardware to support acces to online Hardcourt textbook, Safari Montage and other online resources	Laptops, iPads,	Title 1 Replacement funds	\$15,000.00
Science	Brain Pop	Science program - web based	Title 1	\$300.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	Not Applicable	Not Applicable	Not Applicable	\$0.00
STEM	Purchase five iPads for all 3rd - 5th grade classroom	35 iPads	Military Grant	\$20,000.00
				Subtotal: \$57,800.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tyner for 3rd-5th	materials	Military Grant	\$500.00
Mathematics	Subs for PD	Subs for teachers to attend workshops	Title 1/SAI	\$7,000.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	Not Applicable	Not Applicable	Not Applicable	\$0.00
				Subtotal: \$7,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	Substitutes	Hire subs for teachers to attend workshops	Title 1	\$5,000.00
Reading	Parent Educator	Parent Educator to work with struggling students	Title 1/SAI	\$7,000.00
Science	Consumable materials	Hands on Materials	Scienc elab materials	\$637.00
Science	Military Grant will provide after school tutoring for students in grades 3-5	Students to be tutored at Pleasant Grove twice a week for 14 weeks, Supplies and ststipends	Military Grant	\$20,000.00
Science	Field trips	Students will have real life experiences for Science	Title 1 and Military Grant	\$6,000.00
Science	Emerald Coast Science Night	Opportunity for students and parents to participate in science experiments	Military Grant	\$500.00
Writing	Curriculum nights	Night for parents to get nforkmation about Florida Writes	Title 1	\$200.00
Attendance	NA	NA	NA	\$0.00
Suspension	To reward students who earn BUGS each month	Refreshments and certificates	Title 1	\$200.00
Parent Involvement	Family Learning Activites	Refreshments and Materials	Title 1	\$500.00
Parent Involvement	Hire Parent educator to assist with parent activities and to serve as liason for parents	Not Applicable	Title 1 - Parental Invovlement/ Title 1	\$6,126.00
STEM	NA	NA	NA	\$0.00
Subtotal:				\$46,163.00
Grand Total:				\$119,299.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 10/4/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Not Applicable	\$0.00

Describe the activities of the School Advisory Council for the upcoming 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 the School Advisory Council is to provide all stakeholders an 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. .

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Escambia School District PLEASANT GROVE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	72%	83%	47%	274	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	60%			116	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	50% (YES)			98	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					488	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Escambia School District PLEASANT GROVE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	79%	79%	62%	303	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	61%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	51% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					552	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested