School Name: Pleasant Grove Elementary

Principal: Mrs. Lynne Kirby

SAC Chair: Mrs. Margaret Roddenberry

District Name: Citrus

Superintendent: Mrs. Sandra "Sam" Himmel

Date of School Board Approval: November 13, 2012

School Information

2012 - 2013

Student Achievement Data:

School	School Year	Grade	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Bonus points	Points Earned	Percent Tested	Free and Reduced Lunch	Minority Rate
PLEASANT GROVE ELEMENTARY	2011-12	A	68	64	67	61	67	70	66	74	NA	537	97	68	19

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

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)	Number of Years at Current School	Number 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)
Principal	Lynne Kirby	K-12 Educational Leadership	5	7	2011-2012 A Yes **2010-2011 A Yes** **2009-2010 A Yes** **2008-2009 A No** **2007-2008 A Yes** **2006-2007 A Yes** **2005-2006 B No**
Assistant Principal	Rob Hermann	K-12 Educational Leadership	3	6	2011-2012 A Yes **2010-2011 A Yes** **2009-2010 A Yes** **2008-2009 C** **2007-2008 A** **2006-2007 C**

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
58	9% (5)	16% (9)	31% (18)	44% (26)	41% (24)	100%(58)	19% (11)	N/A	38% (22)

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

Identify the school-based RtI Leadership Team.

The school's RtI Leadership or Core Team includes the Administrators, General Education Teachers, Resource Teachers, Teacher on Special Assignment, Guidance Counselor, ESE Staffing Specialist, School Psychologist, Behavior Specialist and Speech/Language Pathologist. In addition, Parents and Students are an important part of the RtI process and are included to assist in the definition of the problem, provide insights into solutions, and to support the efforts of the problem solving process.

·Principal/Assistant Principal: provide a common vision of the use of data-based decision-making, ensures that the school-based team is implementing RtI, monitors staff understanding and implementation of the RtI process, and communicates with parents regarding school-based RtI plans and activities.
·General Education Teachers: Provide information about the student, core instruction, participate in data collection and progress monitoring, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier I materials/ activities with Tier 2/3 activities.
·Resource Teachers: Title I teachers provide information about Tier 2/3 interventions, participate in data collection and progress monitoring; and collaborate with general education teachers to align interventions with core instruction.
·Student Services T.O.S.A.: Develops, leads, and monitors school core content standards/programs; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; organizes analysis of whole school screening data; assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
·Guidance Counselor: Participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; and provides professional development and technical assistance for problem solving activities including interventions, data collection, data analysis, and program evaluation.
·ESE Staffing Specialist: Participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; and provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation.
·School Psychologist: Participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; and provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation.
·Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures, and helps identify systemic patterns of student need with respect to language skills.
·Parent: Provides vital information regarding child's history, work ethic, responsibility, and home life as well as being a partner in the child's intervention team.
·Behavior Specialist, School Resource Officer, Social Worker, and other school personnel: Provide specific information and guidance regarding interventions, history, and fidelity of planned interventions.
·Student: Provides buy-in for interventions, need, and overall success. Identify the school-based MTSS Leadership Team.

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 RtI Problem Solving Team will meet weekly to focus on one question: Are we meeting the needs of our most at-risk students? They engage in the following activities:
-Review universal screening data (FAIR) for individual students on new magnetic data board
-Review notes from progress monitoring data grade level meetings
- Identify students meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting grade level Common Core or Next Generation Sunshine State Standards.
- Based on the above information, the RtI Problem Solving Team will identify professional development and resources, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

Describe the role of the school-based RtI 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 members of the Administrative Team and RtI Leadership Team met with the School Advisory and Enhancement Council, and grade level representatives to help develop the school Improvement plan.
-The RtI team shared information regarding the academic and behavior progress of students in the RtI process

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: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), STAR Early Literacy, STAR Reading, STAR Math
·Progress Monitoring: FAIR, Citrus County formative assessments, Just Reads! Fluency probes, Harcourt weekly assessments, Harcourt oral reading fluency probes, SuccessMaker, WriteScores (3rd and 4th grade), STAR Early Literacy, STAR Reading, STAR Math, guided reading leveling, Go Math! chapter tests
·Midyear: FAIR
·End of year: FAIR, FCAT, STAR Early Literacy, STAR Reading, STAR Math, End of Year Harcourt Tests in reading and math
·Frequency of Data Days: quarterly for data analysis
Frequency of RtI meetings: weekly

Describe the plan to train staff on RtI.

Professional development will be provided to:
-(TOSA) Julie Jones gave review of RTI process and data program Skyward with entire instructional staff at the beginning of the year.
TOSA meets with each teacher throughout the year to discuss individual student progress, create Progress Monitoring Plans (PMPs) and monitor progress
- New staff members during professional learning community meetings
- Veteran staff members in preparation for data analysis meetings
- Professional Learning Community groups will focus on interventions and best practices
-The RtI team will also evaluate additional staff professional development needs during the weekly RtI Leadership Team meetings.

Describe plan to support MTSS.
-We support our MTSS with communication between parents, students, and teachers. Weekly meetings are held to discuss students of concern. Staff members share the names of students that are struggling. Interventions are discussed and an implementation plan is created to help the student. Julie Jones conducts (PST) Problem Solving Team meetings to assess progress of students of concern. Teachers offer parent conferences to every parent to share individual student progress. Our ESE Specialist has weekly meetings with parents and staff to share progress and concerns. Administration conducts walk-throughs to observe strategies used to improve student progress.

School Advisory Council (SAC)

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 members 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   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
Pleasant Grove Elementary's School Advisory Council meets four to five times per year to advise and share feedback with the school administration. Additionally they assist in the implementation of the school improvement plan. SAEC is held on Monday nights, following our PTA meeting to make attendance easier on parents and staff. In addition, the group participates in discussions about how to improve academics at PGE. The council provides funding to support educational activities in the classroom. Information is also shared with SAEC about our school enrollment, budget, parent involvement, surveys, and morale.

Describe the projected use of SAC funds.	Amount
Student Recognition	$ 500.00
Staff Recognition	$ 500.00
School-wide Academic Support	$ 2,000.00

OPTIONAL IMPROVEMENT GOAL AREAS	
FCAT 2.0 Reading	Scoring Level 3
FCAT 2.0 Reading	Scoring Levels 4 & 5
FCAT 2.0 Reading	Percent Making Learning Gains
FCAT 2.0 Reading	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Reading	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Reading	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Reading	Percent Making Learning Gains
Florida Alternative Assessment Reading	Percent of Lowest 25% Making Learning Gains
Reading	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Math, Algebra I, Geometry	Scoring Level 3
FCAT 2.0 Math, Algebra I, Geometry	Scoring Levels 4 & 5
FCAT 2.0 Math, Algebra I, Geometry	Percent Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Math	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Math	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Math	Percent Making Learning Gains
Florida Alternative Assessment Math	Percent of Lowest 25% Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Science	Scoring Level 3
FCAT 2.0 Science	Scoring Levels 4 & 5
Florida Alternative Assessment Science	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Science	Scoring Levels 7, 8 & 9
Biology End-of-Course	Scoring Level 3
Biology End-of-Course	Scoring Levels 4 & 5
FCAT Writing	Scoring Level 3 or Higher
FCAT Writing	Scoring Level 4 or Higher
Florida Alternative Assessment Writing	Scoring Levels 4 or Higher
Civics End-of-Course	Scoring Level 3
Civics End-of-Course	Scoring Levels 4 & 5
History End-of-Course	Scoring Level 3
History End-of-Course	Scoring Levels 4 & 5
Attendance	
Suspension	
Dropout Preventions	
Parent Involvement	
Science, Technology, Engineering, & Math (STEM)	
Career & Technical Education	

Please check "yes" on those components that are part of your school plan (those elements that are essential to all plans and required by FLDOE have been checked):

DA/FLDOE Required School Improvement Components	Components Included in School/District School Improvement Template?
Data Analysis	Yes ☒
Lesson Study	Yes ☒
Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI)	Yes ☒
Increasing Student Achievement	Yes ☒
Florida Alternate Assessment (FAA)	Yes
Comprehensive English Learning Assessment (CELLA)	Yes
Annual Measurable Objectives (In six years school will reduce their achievement gap by 50% in reading and mathematics)	Yes
End-of -Course Subject Areas	Yes
Postsecondary Readiness	Yes
Dropout Prevention	Yes
Academic Intervention	Yes
Professional Development	Yes ☒

Improvement Area: Mastery of Grade Level Proficiencies

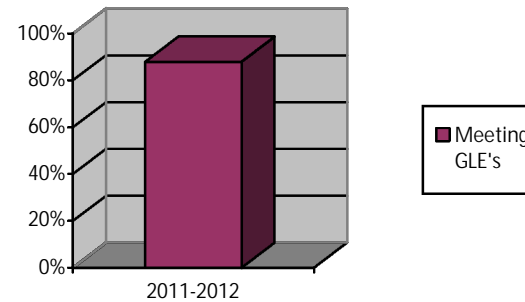| Goal 1:	Graphic/Data/Chart to Support Goal and/or Outcome:
90% of our Pre-K through grade five students will meet grade level expectations in all academic areas as measured by classroom assessments, teacher observations, and standardized tests.	

Student Group 1:

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
88%	90%	

2011-12 Data:

Data Analysis:

2011/2012 FCAT % scoring 3 and above	Reading	Math	Writing	Science
3rd Grade	70	71		
4th Grade	61	54	68	
5th Grade	69	67		61
2012/2013 FCAT % scoring 3 and above	Reading	Math	Writing	Science
3rd Grade				
4th Grade				
5th Grade				

2012-13 Outcome Data: (completed at end of 2012-13 school year)

Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	1. Increase the amount of low stakes writing in every grade level across curriculum by using learning focused strategies Examples Include: Essential Questions, Summarizing Sentences, and Graphic organizers 2. Writing required in every subject, every day for grades second through fifth. Examples Include: Writing in response to Essential Questions, summaries of lessons, explanations of thought process, description of what was learned, synthesis of information, tell a story, etc... 3. Deepen already established practices from Comprehension Connections, Classroom Instruction that Works and Max Thompson Learning Focused Solutions to raise the level of student thinking.
Anticipated Barrier	-Working with students that struggle with fine motor skills and expressing their thoughts through speaking and writing -Time to plan for writing activities across the grade levels and curriculum to increase learning
Resources (Human, Material)	Instructional Staff
Funds Needed/Allocated	Training $
Team/Person Responsible for Progress Monitoring	Administration and Instructional Staff
Action Step Progress Monitoring	Students will write using: EQ's, Summarizing sentences, Graphic Organizers...
Status (HI, MD, SAT, EXC)	Midyear: Year End:
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	Instructional staff self-report on survey monkey, Students mastery of grade level expectations, FCAT

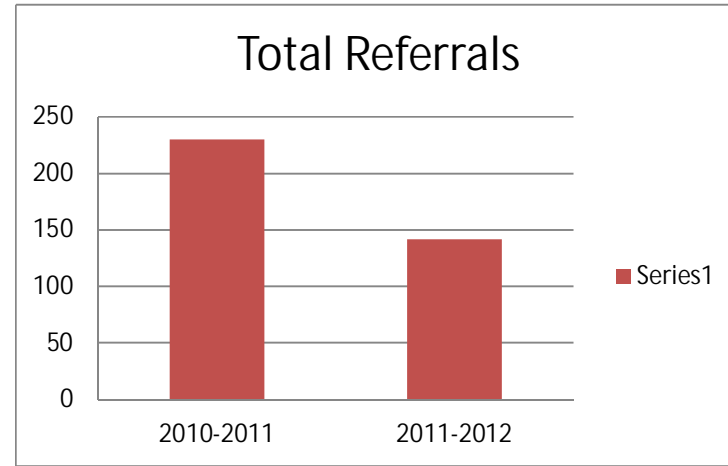| Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	1. Implementation of Common Core Standards for kindergarten and first grade K and 1st grade teams meet for CCSS training July 24th and 25th K and 1st grade teams meet to complete CCSS Read Aloud Lesson Plans using Lesson Plan Template 2. Introduction of Common Core to 2nd – 5th grade July 31st 3. Increase text complexity of reading passages 4. Increase opportunities for student collaboration to solve problems
Anticipated Barrier	Time to digest common core standards and collaborate to develop lesson plans that meet the standards Time to teach Students effective behavior expectations so that they learn to work collaboratively Lack of resources for materials
Resources (Human, Material)	Instructional Staff Grades K-1 full implementation Grades 2-5 awareness of coming blended implementation
Funds Needed/Allocated	Sub pay for release time so that teachers can collaborate and plan lessons
Team/Person Responsible for Progress Monitoring	Administrative Team
Action Step Progress Monitoring	Lesson Plans with CC standards, teacher observations, self reflection
Status (HI, MD, SAT, EXC)	Midyear: Year End:
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	Students meeting grade level proficiencies

Improvement Area: Lower Discipline Referrals

Goal 2: PreK-5th grade students will have their social and emotional needs met evidenced by a 10% reduction in office discipline referrals.	Graphic/Data/Chart to Support Goal and/or Outcome:

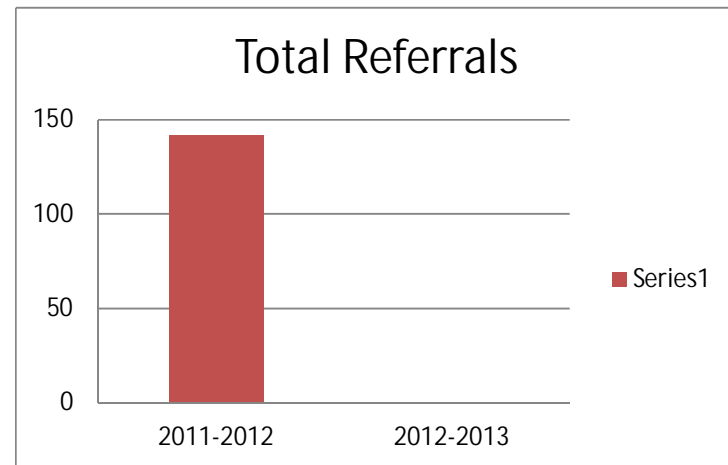**Student Group 2:**

2011 - 2012 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
142 referrals	128 referrals	

Data Analysis:

2011-12 Data:

Total Referrals
- 2010-2011
- 2011-2012
- Series1

2012-13 Outcome Data: (completed at end of 2012-13 school year)

Total Referrals
- 2011-2012
- 2012-2013
- Series1

Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	1. Continuation of Time to Teach program in 4th grade and Special Area Teachers 2. Implement Time to Teach program throughout PGE – reflection tables in all areas Book Time to Teach read by staff over 2011/2012 summer followed with discussion and training on Aug. 6th 3. Implementation of Skyward discipline system to track behavior data 4. Cafeteria and Bus orientation of PBS and our school wide expectations
Anticipated Barrier	Carrying out the same quality of care with a reduced staff Working with an increased number of high need students
Resources (Human, Material)	PGE Staff
Funds Needed/Allocated	Funds to purchase Time To Teach Book for entire staff
Team/Person Responsible for Progress Monitoring	administration, team leaders, guidance, and ESE
Action Step Progress Monitoring	Students work together to solve problems Reflection stations in each classroom and common area
Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	Reduce the number of referrals and increase test scores from previous year.

	Goal 2: Strategy/Action Plan 2
Strategy/Action Steps	1. Teacher use research based program Second Step to promote positive behaviors 2. "Words of Wisdom" Character ed. Program – Words of Wisdom read by students every Tuesday on Morning Show 3. PBS/Gates Positive behavior program: Starbucks for classes and Star Chains for every student 4. Anti-bulling programs taught in every class - Anti-Bullying power point shown on big screen in cafeteria 5. Small group instruction to teach pro-social behaviors – School psychologist and guidance 6. Continuation of "Peer Buddies" Students assisting students program 7. Revival of Nurture Group – ABN Always Be Nurturing 8. Parent University – providing information to help parents help their children be successful in school 9. Continue "Citrus County Blessings" for students in need of food at home 10. Use of volunteers and mentors to counsel struggling students 11. Continue "Citrus County Blessings," the nurturing program, and use of volunteers and mentors 12. Assistance to students in need during the year and at holidays (shoes, clothes, backpacks, school supplies) 13. ESE department works to respectfully assist students with disabilities and special abilities 14. Parent organization-PTA-provides opportunities to bring our school community together through after school activities 15. Student organizations/activities for enrichment: Safety Patrol, Post Office, Morning show, Chorus, Student government, Peer Buddies, Media Helpers and Star Runners.
Anticipated Barrier	Not having enough resources to help every student
Resources (Human, Material)	administration, guidance, and school psychologist
Funds Needed/Allocated	PBS $,
Team/Person Responsible for Progress Monitoring	Guidance Department, Administration
Action Step Progress Monitoring	
Status (HI, MD, SAT, EXC)	Midyear: Year End:
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	Reduce the number of referrals and increase test scores from previous year.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Character Development / Nurturing *The ABC's of Life*	K-5	Mrs. Savage	Support staff	Monthly	Notes are kept of meetings, posted on the PD bulletin board and turned into TOSA	Administration
Common Core	Kindergarten First grade	Mrs. Geer Mrs. Jordan	Instructional K and 1st grade staff	Monthly	Notes are kept of meetings, posted on the PD bulletin board and turned into TOSA	Administration
Common Core Max Thompson Focus on Writing	Kindergarten First Second Third Fourth Fifth	Mrs. Geer Mrs. Jordan Mrs. Eschen Mrs. Borst Mrs. Coker Mrs. Burrows	Instructional Staff K through 5th	Monthly	Notes are kept of meetings, posted on the PD bulletin board and turned into TOSA	Administration
Lesson Study	K-5 Special area Teachers	Mrs. Myer	All special area teachers	Three meetings: Oct. 15th, Nov. 5th and Dec. ?	Notes are kept and lesson is reviewed to improve instruction	Administration Alice Harrell, AP from hosting school

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Comprehension Connections by McGregor and *Classroom instruction that works* by Marzano	New to PGE	Mrs. Jones	All new teachers	Monthly	Notes are kept of meetings, posted on the PD bulletin board and turned into TOSA	Mrs. Jones
Beyond Behavior Management: The Six Life Skills Children Need: 2nd Edition.	Mrs. North, Mrs. Miller, Mrs. Cardenas Mrs. Isrow	Mrs. Isrow	Pre-K Speech ESE	Monthly	Notes are kept of meetings, posted on the PD bulletin board and turned into TOSA	Administration
Moving Schools: Lessons from Exemplary Leaders Max Thompson	Admin Team	Mrs. Kirby	Mrs. Kirby Mr. Hermann Mrs, Jones Mrs. Braden Mrs. Babyak	Monthly	Notes are kept of meetings, posted on the PD bulletin board and turned into TOSA	Mrs. Kirby