

PLEASANT GROVE ELEMENTARY

SCHOOL IMPROVEMENT PLAN

YEAR 2009 - 2010

Joe Reister
Responsible Person

Kim Sego
Contact Person

Approved :

04/07/2009

Date

Members or Committee:

2009 - 2010 SCHOOL IMPROVEMENT PLAN

Executive Summary

PLEASANT GROVE ELEMENTARY

Mission

The Pleasant Grove Elementary community is dedicated to developing young minds to dream and design the future.

Needs Assessment

Survey, data analysis, district benchmarks, PLC discussions and I and I checks

Goals

The CSIP committee consisting of the Instructional leaders took the results of the needs assessments to develop goals and design strategies to meet those goals.

Evaluation

Progress will be determined through I and I checks, learning checks including Thinklink, CBM's and KPR and NCLB data.

Stakeholders

Staff members, parents and students are all involved in the improvement plan for 2009-2010.

Component: Arts Humanities**Component Manager:** Stacena Bohanan**Date:** 04/09/2009**Name:** PLEASANT GROVE ELEMENTARY**Priority Need:**

In May 2008, our school's Arts Humanities Index was 79.2 as measured on the Kentucky Core Content Test. In May 2008, the percentage of students scoring proficient or distinguished in Arts Humanities was 52 as measured on the Kentucky Core Content Test. In May 2008, the percentage of students scoring Novice in Arts Humanities was 18 as measured on the Kentucky Core Content Test.

Goal:

By May 2010 our school's Arts Humanities Index will increase by 6.9 for a total Arts Humanities Index of 86.13 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring proficient or distinguished will increase by 16 for a total percentage of all students scoring proficient or distinguished in Arts Humanities of 68.00 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring Novice in Arts Humanities will decrease by -4.33 for a total percentage of all students scoring novice in Arts Humanities of 13.67 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
CATS	10/01/2008	94	79
CATS	10/01/2009	96	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		ORQ's pertaining to arts and humanities topics will be required throughout the year. Student responses will be monitored by school administration and will be used in PLC meetings to guide discussion of student improvement.	Bohanan	08/12/2008	05/30/2010	\$ 0 No Funding	I	Students continue to struggle with ORQ's in AH. It is the hope of the committee that through the continuation of this strategy and the practice of "Dirty 4's or live scoring" the struggle will become less and students will see more success.
2		School wide assemblies pertaining to art and humanities topics will be held periodically throughout the year for review or content introduction. If possible, small group assemblies (specific to 4th and 5th grade curriculum) will be provided to increase retention of content.	Reister	08/12/2008	05/30/2010	\$ \$2000 General Fund	I	AH assemblies have been held throughout the year. This will be a continued strategy.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
3		All students will have the opportunity to participate in an Arts fair emphasizing Arts and Humanities curriculum. This will a culminating activity presented beginning of the 4th nine weeks to provide for review of content previously introduced.	Sewell	08/12/2008	05/26/2009	\$ 0 No Funding	I	The arts and humanities fair was designed to provide additional emphasis on standards taught within the A&H curriculum. At this time, our staff will focus on fairs that spotlight curriculum taught within the building but may not be limited to Arts and Humanities. The 2010 plan may include science fairs, reading fairs, math fairs, etc.
4		Professional Development will be utilized in order to help all staff become more familiar with AH curriculum.	Reister	08/01/2009	05/30/2010	\$ 1000.00 PD		

Component: Culture/climate**Component Manager:** Reister Sego**Date:** 04/07/2009**Name:** PLEASANT GROVE ELEMENTARY**Priority Need:**

In the 2007-2008 school year, parent, student and staff surveys indicated a need for a consistent school wide positive behavior plan. In May, 2008, there were 212 documented discipline referrals on file.

Goal:

By May 2009, discipline referrals will decrease by approximately 50%.

Benchmark

Measure	Date	ProjectedData	ActualData
Discipline Referral Forms	11/01/2008	150	
Discipline Referral Forms	05/05/2009	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Discipline Committee will use input from students, parents and staff to create a positive discipline plan including behavioral expectations throughout the school community - classrooms, hallways, related arts, bus, lunchroom, etc.	Committee	08/12/2008	05/26/2009	\$		
2		Discipline plan will be presented to the faculty and monitored continuously for consistent implementation.	Sego	06/12/2008		\$		
3		Parents will be invited to take part in a forum explaining the Discipline plan for the new year. A behavior packet will be printed to be given to parents at the forum. The packet will also be sent home to parents unable to attend as well as to any new students registering after 8/08.		08/12/2008		\$		

Component: Math**Component Manager:** Joe Reister**Date:** 04/06/2009**Name:** PLEASANT GROVE ELEMENTARY**Priority Need:**

In May 2008, our school's Math Index was 99.9 as measured on the Kentucky Core Content Test. In May 2007, the percentage of students scoring proficient or distinguished in Math was 72 as measured on the Kentucky Core Content Test. In May 2007, the percentage of students scoring Novice in Math was 4 as measured on the Kentucky Core Content Test.

Goal:

By May 2009 our school's Math Index will increase by 1 for a total Math Index of 100 as measured on the Kentucky Core Content Test. By May 2009, the percentage of students scoring proficient or distinguished will increase by 9 for a total percentage of all students scoring proficient or distinguished in Math of 81 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
CATS	10/01/2009	100	
Thinklink	02/09/2009	00	00

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NA	Using Thinklink formative assessment data, teachers will collaborate in their PLC settings to create a target list of students requiring intervention strategies to increase overall math scores.	Sego	08/12/2008	05/26/2009	\$ 0 No Funding	I	Target lists are generated to help show the need for interventions for all students - this continues to be a strategy we plan to use to improve our overall goal.
2	Both	Using the school wide master schedule, mathematic instruction at all grade levels will be a minimum of 60 minutes per day. This will be documented in lesson plans and monitored weekly.	Reister	08/12/2008	05/30/2010	\$ 0 No Funding	I	This strategy continues to show an impact on our students' progress. The committee will continue to suggest this as a strategy to show improvement.
3	Both	PLC will work together to focus attention on students identified as needing interventions in order to achieve success in the area of math. Those students will receive in depth individual attention through PLC grouping by skill.	Leaders	08/12/2008	05/30/2010	\$ 0 No Funding	I	The committee feels this strategy has had a positive impact toward reaching our goals and will extend this strategy as we strive to reach our overall index goal.
4		PGE will hold a Family Math Night where math strategies, math games, math ideas will be emphasized.	Murphy	08/03/2009	02/02/2009	\$ \$200.00 General Fund	NI	

Component: Reading**Component Manager:** Joe Reister**Date:** 04/09/2009**Name:** PLEASANT GROVE ELEMENTARY**Priority Need:**

The percentage of third grade students with disability scoring proficient or distinguished was 55% as measured on the Kentucky Core Content Test showing an achievement gap. In May 2008, the percentage of students scoring Novice in Reading was 2 as measured on the Kentucky Core Content Test. A total of 6% of students with disability scored Novice.

Goal:

By May 2010, the percentage of third grade students with disability scoring proficient or distinguished in Reading will increase to 61% as reported on the KPR.

Benchmark

Measure	Date	ProjectedData	ActualData
CATS - 3RD GRADE	09/30/2009	61	55
THINKLINK	03/22/2009	70	87.3

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NA	Thinklink assessments will be administered 3 times to benchmark student progress. Students will be analyzed for growth building toward proficiency.	Sego	10/01/2009	05/01/2010	\$ 0 No Funding	I	Assessment analysis has allowed teachers to target students for interventions more strategically. Staff will continue to use assessments used by the district to target struggling students.
2	Both	Students identified with special needs will be included in the regular classrooms core reading instruction. Regular classroom teachers will include these students in scheduled intervention groups weekly. This will be monitored through lesson plans reviewed weekly by administration.	Sego	08/01/2009	05/30/2010	\$ 0 No Funding	IP	Students are given more opportunities to address their weak areas identified through formal assessments.
3	Both	RTI strategies will be utilized focusing on children identified with disabilities as well as those in the referral/evaluation process. Data from Thinklink, CATS, NCLB will be used to assess progress toward proficiency.	Durham	02/14/2009	05/30/2010	\$ 0 No Funding	I	Successmaker, reading fluency probes, along with other tier strategies have been utilized in this first year of RTI implementation. This strategy should continue to further identify impact.
4	Both	DRA assessments will be utilized throughout the year to allow for flexible grouping based on assessment results. Regular CBM's will be used to monitor progress.	Shepherd	08/01/2009	05/30/2010	\$ 0 No Funding	I	
5	Both	Professional development throughout the year will be utilized to help teachers in providing interventions to help decrease the achievement gap with all children.	Sego	06/01/2009	05/30/2010	\$ 0 No Funding		

Component: Writing**Component Manager:** JoLeigh Bass**Date:** 08/07/2008**Name:** PLEASANT GROVE ELEMENTARY**Priority Need:**

In May 2008, our school's Writing Index was 86 as measured on the Kentucky Core Content Test.

Goal:

By May 2010 our school's Writing Index will increase by 4.67 for a total Writing Index of 90.67 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
CATS - OD	10/01/2009	90	
CATS - OD	10/10/2010	95	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NA	All teachers will create and maintain student writing folders as identified by the county writing plan. Folders will reflect both finished and rough draft pieces.	Reister	08/12/2008	05/30/2010	\$ 0 No Funding	I	Students who have experience writing and maintaining a writing folder are more likely to show improvement toward our proficiency goals. We will continue working with writing folders for our school wide plan.
2	NA	Purchase and provide additional training for teachers in the 4 square writing approach for portfolio development.	Casey	08/12/2008	05/26/2010	\$ 0 No Funding	I	Resources have been purchased and Natalie Casey serves as our schools personal resource for 4 square writing. The committee will encourage the staff to continue working with 4 square writing to develop our students as writers.

Priority Need:

In May 2007, our school's Writing Index was 94 as measured on the Kentucky Core Content Test. In May 2007, the percentage of students scoring proficient or distinguished in on demand Writing was 65 as measured on the Kentucky Core Content Test.

Goal:

By May 2009 our school's Writing Index will increase by 3 for a total Writing Index of 97 as measured on the Kentucky Core Content Test. By May 2009, the percentage of students scoring proficient or distinguished in on demand writing will increase by 17.5 for a total percentage of all students scoring proficient or distinguished in Writing of 82.5 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
CATS	10/01/2008	95	
CATS	10/01/2009	97	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
2		Thinklink on demand pieces will be scored by school wide scoring teams.	Lewis	08/12/2008	05/26/2009	\$		
1		Grade level PLC teams will work collaboratively periodically throughout the year with scoring on demand pieces according to the holistic scoring guide. On demand student examples scored as a team will be required quarterly for purpose of identifying grade level priority needs.	coach	08/12/2008	05/30/2010	\$ 0 No Funding	I	PLC teams continue working with scoring of OD pieces. This continues to be an area for our staff to grown.