

Pleasant Ridge Elementary School (0829)



PL 221 PLAN

2016-2019 SCHOOL YEAR

Submitted: Fall, 2016

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Title I Schoolwide Plan Checklist

Directions: Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted. **Components of a Schoolwide Plan*:**

Schoolwide Component	Page(s) Found in SIP
1. A comprehensive needs assessment of the whole school	32-43
2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> • Provide opportunities for all children to meet proficient and advanced levels of students' academic achievement • Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> • Strengthens the core academic program • Increases the amount of learning time • Includes strategies for serving underserved populations • Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards • Address how the school will determine if those needs of the children have been met • Are consistent with and are designed to implement state and local improvement plans, if any 	6-7 13-18
3. Highly qualified teachers in all core content area classes	11
4. High qualified and ongoing professional development for teachers, principals, and paraprofessionals	27-31
5. Strategies to attract high-quality, highly qualified teachers to this school	5
6. Strategies to increase parent involvement, such as literary services <ul style="list-style-type: none"> • 6a. Description how the school will provide individual academic assessment results to parents • 6b. Strategies to involve parents in the planning, review and improvement of the schoolwide plan 	6
Schoolwide Component	Page(s) Found in SIP
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	7

<p>8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement</p>	<p>13-18</p>
<p>9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance</p>	<p>8</p>
<p>10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components</p> <ul style="list-style-type: none"> • 10a. A list of programs that will be consolidated under the schoolwide plan (if applicable) 	

Executive Summary (Overview)

School and Community Description

Pleasant Ridge Elementary School, located at 1250 Monroe Street in Charlestown, Indiana is a Pre K-5 public education facility. Pleasant Ridge Elementary is one of 12 elementary schools under the jurisdiction of the Greater Clark County School Corporation. In addition to the elementary schools, the corporation has three middle schools and three high schools, all strategically located to serve a geographically and ethnically diverse community. The Greater Clark County School Corporation is situated in the southeastern tip of Indiana; its southern border is the Ohio River, and across the river is Louisville, Kentucky.

Pleasant Ridge Elementary students are housed in a 24-year old building containing 62,000 square feet of floor space. This building has 18 regular classrooms, a media center, computer lab, music room, remediation center, and gym. The office suite is located near the cafetorium and includes the principal's office, nurse's office, and a workroom.

The Charlestown Community, consisting of the city of Charlestown and Charlestown Township, has a population of 11,457 people and is located in Clark County, Indiana. The county seat is Jeffersonville, located directly across the Ohio River from Louisville, Kentucky. Charlestown is located approximately 15 miles northeast of Louisville and is considered part of the Louisville Metropolitan area. The median household income for Charlestown residents, city and township, is approximately \$38,883 a year.

The Charlestown area has experienced significant population growth in the past few years. The increased population has brought new economic opportunities in the Charlestown Industrial Park and local businesses. Clark County's population has increased 12% from the 1990 census due in part by business and industrial growth in the county including the Charlestown area.

Pleasant Ridge Elementary seeks and hires teacher candidates with a strong curriculum background in addition to a strong community partnership. The Charlestown Community has a great relationship with the schools, and we work in unison to create an exemplar educational system. Teachers hired to teach at Pleasant Ridge are highly qualified and continue professional growth.

Student Demographics

Pleasant Ridge has 499 students with 15% racial or ethnic minority. The student population is 4% Black, 80% White/Non Hispanic, and 5% Multiracial and 11% Hispanic. The percentage of students served by our Special Needs program averages 18% of the student population and covers learning disabilities, mild, moderate, severe, profound and highly able students. A significant portion of the Pleasant Ridge student population comes from working families. At this time 61% of our students qualify for free or reduced lunches and textbook assistance.

Parent Participation

Parent Involvement and communication is an essential element in the success of the students at Pleasant Ridge Elementary. The Principal sends home a monthly newsletter to all parents to keep families involved and knowledgeable of happenings at Pleasant Ridge. All classroom teachers send home a weekly newsletter with the academic focus for the week and classroom expectations. Facebook and Twitter are also used multiple times a week to communicate with families.

Pleasant Ridge host several interactive learning opportunities for families. An ELL night is held annually at Pleasant Ridge; along with a community Charlestown Worldfest with all schools in Charlestown in the spring. The first Saturday in December brings around 500 guest into the school for families to engage in literacy activities.

Attendance

Attendance is very important to the academic success of every child. Pleasant Ridge complies with the districts attendance policy described below. The current attendance rate for students is 95.4%.

Truancy Prevention

- Truancy Prevention Education Class (TPEC): students are referred to this class if their absences exceed 10 unexcused in the current school year. The guardians and students are provided educational information regarding possible consequences of truancy in Clark County. If the student's absences do not improve after the TPEC class or the student/ guardian does not attend the class; they are referred to the next step, the Informal Adjustment.

Informal Adjustment

- Informal Adjustment: students are referred to the Informal Adjustment if the student/ guardian does not attend the TPEC class or if attendance continues to be a problem after the class. Students grade 6-12 are required to meet with the JDAI Coordinator regarding truancy issues. The Coordinator assess the student's situation and proceeds with either an Informal Adjustment, court date, probation, Child Advocacy and Parental Support Program or other resources.
- Students grade K-5 may also be referred. The JDAI Coordinator will meet with the guardians and assess the home situation; either referring the family to the Department of Child Services, Child Advocacy and Parental Support Program or other resources.

Safe and Orderly Environment (PRIDE)

Pleasant Ridge Elementary faculty believes in fostering a dedicated, caring, and professional staff, united in our commitment to the school and ground in shared decision making to ensure a safe environment.

Pleasant Ridge Elementary uses the PRIDE acronym to guide them in teaching PBIS expectations and acknowledging positive behavior. Students are assessed in each of these areas and grades will be given as a part of the College and Career Readiness grading system.

Pleasant Ridge Students have **PRIDE**-

Persistence

Respect

Initiative

Dependability

Efficiency

Pleasant Ridge Elementary is trying to become more Culturally Aware. We are currently having discussions and outside professional development from New Neighbors Center (NNC). This partnership provides resources and training on Cultural factors and differences.

Our district's Cultural Responsive Team (CRT) will train our staff on the following: 1. What is Culturally Responsive Teaching? 2. How does being culturally responsive relate to PLC's 3. Analyze school and district data for different cultural groups. 4. How can our school and teachers use the culture of our students to help shape instructional strategies and practices. Activities will be conducted as a whole group, partner share, and then share out to whole group. This training will be conducted each semester.

Transition Support

Students in Preschool at Pleasant Ridge Elementary are exposed to the same academic strategies as student in grades K-5 and participate in school-wide activities. In the Spring, a Camp Kindergarten is provided to assist in the transition. All area preschools are notified and invited to attend to help facilitate a smooth transition. IEP's for special needs students transitioning to kindergarten from Head Start are communicated. Head Start is located on Pleasant Ridge Property and attend Camp Kindergarten. We invited Head Start students to visit our Kindergarten Classrooms to make the transition smooth. A Head Start Parent Meeting is held in the evening to also provide information and assist with enrollment.

Transition from fifth to sixth grade is facilitated through counselor visits to the elementary and a field trip to the middle school in late winter. For special needs students in 5th grade, transitional conferences are held with both elementary and middle school teacher participation.

Technology

Pleasant Ridge Elementary is using technology to create authentic learning experiences and to empower all learners to take ownership of their learning. Teachers and students leverage tools like interactive whiteboards, ActivInspire, HP Chromebooks, Google Classroom, online textbooks, IXL,

Easy Tech, Class Dojo and more in partnership with our goal clarity curriculum maps to support student learning. All technology integration and professional development is incorporated in our Numeracy, Literacy, and College and Career Readiness frameworks.

Curriculum and Instruction

Pleasant Ridge Elementary believes in providing all children a challenging curriculum with student-centered instruction that stresses excellence in academic and social skills. GCCS curriculum is aligned with state standards. Curriculum information is located in the main office as well as on the Greater Clark County Website. All certified staff has been trained and using the Greater Clark Pacing Guide for their grade level. Elementary teachers in grades K-5 have pacing guides for: Language Arts, Math, Science, and Social Studies which are aligned to the 2014 Indiana College and Career Standards. Maps. Performance data linked to the maps is routinely reviewed to guide process for improving instruction and aligning the formative-assessment process. Curriculum development occurs in the following areas:

- Language Arts
- Mathematics
- Science/Health
- Social Studies
- Library Media Skills
- Music
- Art
- Physical Education
- Technology Education

In order to understand the level of implementation of key programs and strategies, implementation data are collected and analyzed as evidenced by observations, walk-throughs, collaboration, and student work samples. Students failing ISTEP+ participate in remediation during the school day, after school programs and/or intersession. Supplemental programs are monitored and evaluated with assessments. Student grades and report cards are aligned with Indiana Academic Standards and ISTEP+ as evidenced by correlations of student grades with scores on ISTEP+. The interventions that will address critical areas will include: full-day kindergarten, tiered small group instruction (IMPACT Groups), extended school year (Intercessions), the use of class-size reductions teachers, and after school programming run by Communities in Schools.

Titles and Descriptions of Assessment Instruments

ELA Reading/Writing:

Writing Benchmark Assessments – These assessments focus on Indiana College and Career State Standards. They provide students with exposure to writing prompts in specific genres. Teachers score the writing assessments with the

Indiana Writing Rubric (Gr. 2-5) and a 6 Traits Writing Rubric (Gr. K-1).

Kdg. – Gr. 5 teachers administer, score and analyze Writing Assessments four times per year.

Aimsweb - Gr. K -1 teachers administer Aimsweb Literacy screening 3 times per year. Students who score red/yellow on Aimsweb Reading screening will be progress monitored using Aimsweb every two weeks.

STAR - Gr 2-5 teachers will administer STAR Reading screening 3 times per year. Students who score red/yellow on STAR Reading screening will be progress monitored using STAR Reading every two weeks.

Running Records - (K-2) Teachers will administer running records using McGraw Hill benchmark and progress monitoring materials or other similar materials to determine a guided reading level for those students. Students will be progress monitored using running records at least monthly.

Common Quarterly Assessments – Grades K-5 teachers utilize CQA assessments aligned to standards and a corporation prescribed pacing of skills/standards on a biweekly basis to assess ELA standards taught. Students not meeting mastery level on the CQA and Learning Check assessments will be remediated in small group and given the opportunity to retake assessments following remediation.

Math:

Aimsweb - Gr. K -1 teachers administer Aimsweb Math screening 3 times per year. Students who score red/yellow on Aimsweb Math screening will be progress monitored using Aimsweb every two weeks.

STAR - Gr 2-5 teachers will administer STAR Math screening 3 times per year. Students who score red/yellow on STAR Reading screening will be progress monitored using STAR Math every two weeks.

Technology: 21st Century Skills - Grade 5 teachers administer and analyze technology skills results at the end of each school year.

Pleasant Ridge Elementary

Mission, Vision, and Beliefs

Pleasant Ridge Vision

Prepare every student for a lifetime of achievement

Raise students' academic potential

Pleasant Ridge Mission Statement

Provide a safe and caring environment

Relentless pursuit of excellence

Ensure a quality education

Success for all



Leadership Team and Committees

***Represents leadership team**

Primary Reading

*Kelly Engle
Sarah Lawrence
Sarah Lewis
Grace Townley

Primary Math

*Teresa Gibson
Amy Aebersold
Erin Etheridge

Data Analysis/IMPACT

*Marianne Smith
Kelly Chmielewski
Michelle Denny
Talina Wagers
Donna Atwood

Technology

Marc Thompson-STC
Seth Riddle-Digital Citizenship
Sheila Hubbard
Catherine Walls

Intermediate Reading

*Sarah Steward
Debra Wass
Holly Propes
Decimber Smith

Intermediate Math

*Kate Maymon
Lisa Cymbalist
Brent Holt
Stevie Robinson

PRIDE

*Amy Lawrence
Susan Daily
Brittany Mellum-Schoen
Larry Doherty
Jill Flynn

Three-year Goals 2016-19

Goal 1: English/Language Arts

Goal: By Spring 2019 \geq 80% of students in grades 3-5 will meet State Standard in ELA as measured by ISTEP+/ISTAR.

Goal: By Spring 2019 \geq 90% of students in grades 3 will meet State Standard in Reading as measured by IREAD3.

Benchmarks:

Goal: By Spring 2017 \geq 60% of students in the bottom 25% subgroup will show High Growth in ELA as measured by ISTEP+.

Goal: By Spring 2017 \geq 60% of students in the top 75% subgroup will show High Growth in ELA as measured by ISTEP+.

Goal 2: Mathematics

Goal: By Spring 2019 \geq 80% of students in grades 3-5 will meet State Standard in Mathematics as measured by ISTEP+/ISTAR.

Benchmarks: By Spring 2016 \geq 60% of students in the bottom 25% subgroup will show High Growth in Mathematics as measured by ISTEP+.

Goal: By Spring 2016 \geq 60% of students in the top 75% subgroup will show High Growth in Mathematics as measured by ISTEP+.

Goal 3: College and Career (PRIDE)

Goal: By Spring 2019 \geq 40% of students in fifth grade will receive the GCCS Work Ethic Certificate.

Goal: By Spring 2019 \geq 98% of students will have no office referrals

Pleasant Ridge Elementary Data Summary and Action Plan

Data Wise Action Plan

School: Pleasant Ridge Elementary

Grade Level/Subject Area: English Language Arts

**Area of Focus: K-2 Literacy
3-5 Literacy**

Data: Literacy Data

2016 ISTEP+ Performance (% of Students who Passed ELA ISTEP+): Pleasant Ridge Elementary had 63% of 3rd-5th graders pass ELA ISTEP+.

2017 ISTEP+ Performance Goal (% of Students who Passed ELA ISTEP+): Pleasant Ridge Elementary will increase the percentage of students passing ELA ISTEP from 63% to 70%

2016 STAR (% of Students at Grade Level on Reading): 65% of 2nd-5th grade students at Pleasant Ridge Elementary performed at benchmark on the 2016 STAR Reading Assessment.

2017 STAR Goal (% of Students at Grade Level Reading): Pleasant Ridge Elementary will increase the number of 2nd-5th grade students at benchmark from 65% to 75% using End of Year STAR Reading Assessment.

2016 ELA CQA Mastery: 66% of K-5 students passed the district ELA Common Quarterly Assessment during the 2015-2016 school year.

2017 ELA CQA Mastery Goal: Pleasant Ridge Elementary will increase the number of K-5 students at mastery on the Common Quarterly Assessments from 66% to 75% during the 2016-2017 school year.

What is the Learner-Centered Problem?

K-2-Learner-Centered Problem: Students are having trouble applying foundational reading skills when reading complex text.

3rd-5th Learner-Centered Problem: Students lack the vocabulary/background knowledge needed to comprehend complex text.

What is the Problem of Practice?

K-2: The problem of practice is that foundational reading skills are being taught in isolation rather than embedding the instruction through text.

3rd-5th: Teachers are not spending enough time previewing vocabulary and building background knowledge prior to and during reading a text.

What Instructional Strategy will be implemented to reach goal?

K-2: The instructional strategies that will be used to reach the goal are to implement the literacy framework fully within the classroom. This includes the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

3rd-5th Instructional Strategy: Teachers will implement daily vocabulary instruction that might include, but is not limited to the use of visuals, graphic organizers, and vocabulary notebooks.

Task (What specific tasks will you implement to reach goal?)	When (will you complete task?)	Who (will be responsible?)
<p>K-2nd</p> <ol style="list-style-type: none"> 1. Research for specific instructional practices that teach foundational reading skills using complex text rather than in isolation. 2. Give and review running records to determine the key errors students are making with decoding skills. 3. Walkthrough visits of other classrooms to see the implementation of the literacy framework. <p>3rd-5th</p> <ol style="list-style-type: none"> 1. Survey staff using Survey Monkey about vocabulary instruction already in place. 2. Use data from survey to tailor PD to the needs of the staff 3. Create and present training during zero period. 4. Observe and reflect with peers on daily vocabulary instruction. 	<p>K-2nd</p> <ol style="list-style-type: none"> 1. Ongoing throughout the 2016-2017 school year. 2. Running record training the week of September 6th. 3. Running record key error analysis during zero period during the month of September. 4. In January the Primary Literacy Team in the building will provide professional development on the reading block; specifically the 5 components of reading. <p>3rd-5th</p> <ol style="list-style-type: none"> 1. Week of Aug. 15 2. Week of Aug. 22 3. Professional Development during zero period during the months of September and January. 	<p>K-2nd</p> <ol style="list-style-type: none"> 1. The primary literacy committee will research instructional practices to teach foundational skills. 2. The K-2 teachers will give and analyze running records. 3. Walkthroughs will be completed by reading coaches, principal and primary teachers. 4. Primary literacy committee will provide professional development in January. <p>3rd-5th</p> <ol style="list-style-type: none"> 1. Debra Wass 2. Intermediate Literacy Committee 3. Intermediate Literacy Committee 4. 3rd-5th Teachers

Pleasant Ridge Elementary Data Summary and Action Plan

Data Wise Action Plan

School: Pleasant Ridge Elementary

Grade Level/Subject Area: Mathematics

**Area of Focus: K-2 Numeracy
3-5 Numeracy**

Data: Numeracy Data- STAR Testing, ISTEP, CQA, Aimsweb

2016 ISTEP+ Performance (% of Students who Passed Math ISTEP+): Pleasant Ridge Elementary had 52% of 3rd-5th graders pass Math ISTEP+.

2017 ISTEP+ Performance Goal (% of Students who Passed Math ISTEP+): Pleasant Ridge Elementary will increase the percentage of students passing Math ISTEP from 52% to 60%

2016 STAR (% of Students at Grade Level in Math): 78% of 2nd-5th grade students at Pleasant Ridge Elementary performed at benchmark on the 2016 STAR Math Assessment.

2017 STAR Goal (% of Students at Grade Level in Math): Pleasant Ridge Elementary will increase the number of 2nd-5th grade students at benchmark from 78% to 80% using End of Year STAR Math Assessment.

2016 Math CQA Mastery: 75% of K-5 students passed the district ELA Common Quarterly Assessment during the 2015-2016 school year.

2017 Math CQA Mastery Goal: Pleasant Ridge Elementary will increase the number of K-5 students at mastery on the Common Quarterly Assessments from 75% to 78% during the 2016-2017 school year.

What is the Learner-Centered Problem?

K-2: Students need to build a better understanding of number sense.

3-5: Students need to answer the question being asked, show their work, and check to see if it is a reasonable answer when problem solving

What is the Problem of Practice?

K-2: Teachers need to teach numeracy conceptually.

3-5 Teachers must instruct the students on various problem solving strategies and the important steps of problem solving.

What Instructional Strategy will be implemented to reach goal?

K-2: Hundreds chart to work with manipulating numbers such as regrouping, finding easy 10s, doubles when adding, etc.

3-5: Poster Method Math Weekly, Teach students to use F.U.S.E. (**F**igure out what the problem is asking, **U**nderstand the most important information, **S**elect a strategy and tools to solve the problem, **E**xplain your thinking and **P**ROVE your answer), and Gradual Release.

Task (What specific tasks will you implement to reach goal?)	When (will you complete task?)	Who (will be responsible?)
<p>K-2</p> <ol style="list-style-type: none"> 1. Pre-test and Post-test numeracy skills 2. Paint a large hundreds chart outside to use during Math instruction. 3. Professional development utilizing the 100s Chart, Calendar Math, 10 Frames, Decomposing/Composing Numbers, Place Value, skip counting patterns, and odd/even. 	<p>K-2</p> <ol style="list-style-type: none"> 1. During the 2016-2017 school pre and post numeracy assessments will be created and administered. 2. Teacher volunteers will paint the 100 hundred chart outside of school. 3. During quarter 1 the primary math team will plan professional development. 	<p>K-2</p> <ol style="list-style-type: none"> 1. The math team is responsible for creating a pretest and post-test and for providing professional development to the rest of the staff. Teachers must implement strategies and pre/post test.
<p>3rd-5th</p> <ol style="list-style-type: none"> 1. Teacher models examples of Poster Method and requires students to participate in Problem Solving using FUSE weekly. 2. Teachers facilitate student discussion about the processes and strategies. 3. Work with students to select the most efficient problem solving strategy. 	<p>3rd-5th</p> <ol style="list-style-type: none"> 1. Poster Math full process at least 2-3 times a month, but problem solving weekly during the 2016-2017 school year. 2. Intermediate Math team will provide professional development on Problem Solving during Quarters 2 and 4. 3. Teachers will bring poster method examples to our data meetings each month. 	<p>3rd-5th</p> <ol style="list-style-type: none"> 1. Intermediate math team will create a list of problem solving strategies and exemplars for all teachers. Teachers will be expected to implement poster math 2-3 times a month, but problem solving weekly.

Pleasant Ridge Elementary Data Summary and Action Plan

Data Wise Action Plan

School: Pleasant Ridge Elementary

Grade Level/Subject Area: PRIDE

Area of Focus: PRIDE

Data: Office Referrals

2016 PRIDE Results (Behavior Referrals): Pleasant Ridge had 46 behavioral referrals during the 2015-2016 school year.

2017 PRIDE Goal (Behavior Referrals): Pleasant Ridge will decrease the number of office behavioral referrals from 46 to 40 during the 2016-2017 school year.

What is the Learner-Centered Problem?

Students do not have tools/strategies to utilize to help self-regulation/self-control.

What is the Problem of Practice?

Staff are not consistent with school wide PRIDE expectations outside of the classroom, specifically the cafeteria.

What Instructional Strategy will be implemented to reach goal?

The instructional strategy is to implement the 3 cup system across all grade levels. This will give students the opportunity to increase their self-regulation ability, therefore, making better decisions in all areas of the school.

Task (What specific tasks will you implement to reach goal?)	When (will you complete task?)	Who (will be responsible?)
<ol style="list-style-type: none"> 1. PRIDE Committee will provide professional development on Cafeteria expectations. 2. PRIDE Committee will teach/model strategies for students to use self-regulation. 3. PRIDE Committee will model the 3 colored cups to help students self-monitor their behaviors. Green cup means that they are able to talk normally with peers. 	<ol style="list-style-type: none"> 1. During the 2016-2017 school year the PRIDE committee will teach staff self-regulation strategies for students to utilize. 2. During the 2016-2017 school year teachers will teach students the 3 colored cup system to self-regulate behavior. 	<ol style="list-style-type: none"> 1. All staff will understand the purpose of the 3 cup system. Teachers will be expected to teach and model desired behaviors in the cafeteria. 2. Cafeteria monitors will be responsible for following through with the system and changing the cups as needed.

<p>Yellow means that they need to think about their behaviors and make changes to correct behaviors to go back to green. A red cup mean that they were given the opportunity to correct behaviors but did not. This strategy allows for it to be based on tables and not the entire grade level or all students in the cafeteria.</p>		
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No statutes and/or rules
will be waived by

Elementary School.

Fall, 2016
Year

Appendix

GCCS Literacy Framework

90 Minute Literacy Block (Kindergarten - 2)		
Time Guidelines	Intent	Notes
10-20 minutes	Focused Mini Lesson	Gradual Release of Responsibility- I do, we do, you do Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart)
20 minutes	Word Work Kindergarten Focus on Foundation standards Grade 1 Build on foundations with emphasis on phonics & fluency Grade 2 Advanced Phonics, Fluency, Comprehension	Gradual Release of Responsibility- I do, we do, you do
20 minutes Variables that may influence gaps: student needs, class size, amount of time in literacy block.	Guided Reading Group Kindergarten Focus is Basic story elements independently (5 standards) Grade 1 Focus Shifts to a balance of foundations, RL, and RN with an emphasis on phonics and fluency Grade 2 Comprehension shifts to more complex thinking through the text independently	5-6 students using gradient text (levelled texts) that are at the student's instructional level (100 points higher than their independent level)
This happens while not in groups	Independent/Shared Reading Writing - Interactive/ Constructive Response	Appropriate levelled text Writing journals Gradual Release of Responsibility- I do, we do, you do
30 - 45 Minute Writing Block		
Time	Intent	Notes

	Writer's Workshop	6+1 Writing Traits Writing Process
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SPECIAL ED

Co-teaching during core

Guided Reading – Specially Designed Instruction (SDI) and/or

Push in/ Pull out – SDI (supports IEP)

ELL

Co-teaching during core, push in/pull out Language Acquisition Support (supports ILP)

90 Minute Literacy Block (3rd and 4th Grade)

Time Guidelines	Intent	Notes
10-20 minutes	Focused Mini Lesson	Gradual Release of Responsibility- I do, we do, you do Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart)
20 minutes	Word Work	Gradual Release of Responsibility- I do, we do, you do
20 minutes Variables that may influence grps: student needs, class size, amount of time in literacy block.	Guided Reading Group	5-6 students using gradient text (levelled texts) that are at the student's' instructional level (100 points higher than their independent level)
This happens while students are not in groups	Independent/Shared Reading Writing - Constructive Response to Text	Appropriate Levelled Texts Writing Journals Cornell Notes Complex Thinking/ Work products Gradual Release of Responsibility- I do, we do, you do

30 - 45 Minute Writing Block (3rd and 4th Grade)

Time	Intent	Notes
	Writer's Workshop	6+1 Writing Traits Writing Process

SPECIAL ED

Co-teaching during core

Guided Reading – Specially Designed Instruction (SDI) and/or

Push in/ Pull out – SDI (supports IEP)

ELL

Co-teaching during core, push in/pull out Language Acquisition Support (supports ILP)

30 Minute IMPACT Block (K - 5th Grade)		
Tier	Intent	Resources
1	Literacy enrichment/acceleration during IMPACT time with Gen Ed teacher Self-Directed Product oriented/project based	Each gen ed teacher should have a Tier 1 and Tier 2 group in classroom during IMPACT in order to maintain appropriate sizes of Tier 2 groups to be effective (see below) <ul style="list-style-type: none">• GT programming• Gradient texts appropriate to lexile levels
2	Read 180	4th & 5th Grade Only (400+ lexile) (90 minutes)
2	Sub-skill reading deficits with gen ed teacher	<ul style="list-style-type: none">• LLI Guided Reading• McGraw-Hill Reading Intervention (all components)
3	Expert will pull out students to deliver an intensive reading intervention specific to the sub-skill deficit (phonemic awareness, vocabulary, phonics, fluency, comprehension) as supported by data	<ul style="list-style-type: none">• McGraw-Hill Reading Intervention• Barton Program-Need trainings (PA/phonics)• Read Naturally (FL)• Words Their Way (phonics/fluency)• LIPS – Need training (PA
3	Systems 44	Below 400 Lexile

Kindergarten 60 Minute Math Block

<u>Time Frame</u>	<u>Lesson/Activity/Plan</u>
10-15 Minutes	Daily Balanced Math Review <ul style="list-style-type: none">• Completed whole group with guided practice and discussions about numeracy and problems solved• Independent assessment-given at minimum bi-weekly
10-15 Minutes	Focus Lesson-(I do and We do) <ul style="list-style-type: none">• Based on current goal clarity• Teacher led and guided whole group instruction/practice
15-20 Minutes	Practice-(We do and You do) <ul style="list-style-type: none">• Small group and partner practice of standards taught• Independent practice of skills taught• If no RTI (response to intervention) time is provided outside the 60 minute math block, pull small groups to support during this time
5-10 Minutes	Lesson Wrap-Up <ul style="list-style-type: none">• Whole group discussion with questions and answers about lesson

***Problem Solving-Problem solving should be included 1 day per week into your math schedule

***Notes on Calendar- Calendar time is not included in your 60 minute math block. It can be done in a morning meeting time or other times available throughout the morning. Calendar should be a quick focus on days of the week, months, yesterday, today, and tomorrow and upcoming events for students. Math lessons with counting and numbers should not be taught using the actual calendar as it is not set up in a base ten fashion. Included in the calendar time should be, daily counting to by ones and tens to 100 using a hundreds chart. Number recognition can also be practiced during this time using the hundreds chart.

2016-2017 Math Block Framework

Greater Clark Schools has adopted a balanced approach to mathematic instruction that requires 60 minutes per day of direct instruction and includes: Computational Skills – Math review and mental math, Problem Solving, Conceptual Understanding, Math Fact Mastery, and Common Formative Assessment.

Components	Total Time: 60 minutes	Ideas/Daily Specifics
Math Review & Mental Math	15-20 Minutes	Assessment every two weeks <ul style="list-style-type: none"> • First ½ of the time students are working and teacher is monitoring • Second ½ of the time the class is processing together through various methods (see <i>Bal. Math</i>) • About 3-5 minutes on mental math (can be done at other times of the day, such as transitions)
Instructional Unit (GCW) w/Conceptual Skills	30-40 Minutes	Assessments (Learning Checks and District-Wide CQA) every 2 weeks <ul style="list-style-type: none"> • First 10-15 minutes is a hook/teaching moment • Differentiate instruction to meet individual needs by using guided practice, small groups, peer tutors, workstations, etc. • Math Journal Quick Writes • Discussion and using various TPT's • Reread standard, ask kids if they met the standard. (WALT)
Formal Problem Solving	35 – 40 Minutes	Bi-weekly
Math Fact Mastery	5 - 10 Minutes	Goal setting

Pleasant Ridge Key Outcomes

Student Achievement	District	School	Goal	Actual			
State Assessments	2015-16	2015-16	2016-17	2016-17			
% of Students Passing ELA section of ISTEP+ 3-10	*61.8%	*62.8%	65.0%				
% of Students Passing Math section of ISTEP+ 3-10	*53.5%	*51.7%	60.0%				
% of students passing IREAD3	*93%%	*97.5%	98.0%				
WIDA EL Proficiency Growth (Students with multiple yr. data)	71.0%						
Accountability GRADE	District	School	Goal	Actual			
	2015-16	2015-16	2016-17	2016-17			
School Grade - Accountability	C	A	A				
	District	School	Goal	Actual			
District Assessments	2015-16	2015-16	2016-17	2016-17			
Technology - 21st Century Skill - Gr.5	67.0%	75.0%	77.0%				
	District	School	Goal	Actual			
Work Ethic	2015-16	2015-16	2016-17	2016-17			
% of Grade 5 Students earning Certificate	31%	17%	31.0%				
Local Assessments	District	School	Goal	2016-17			
STAR / AimsWeb	2015-16	2015-16	2016-17	BOY	MOY	EOY	
% of Students Reading at Grade Level -STAR gr.2-5	72.5%	69%	75.0%	193/309=62%			
% of Students Math on grade level - STAR gr..2-5	76.5%	78%	80.0%	71.0%			
% of Students Reading at Grade Level -AimsWeb K-1	57.0%	59%	62.0%				
% of Students Math on grade level - AimsWeb K-1	85.0%	84%	86.0%				
Local Assessment	District	School	Goal	2016-17			
CQA	2015-16	2015-16	2016-17	Q1	Q2	Q3	Q4
ELA - CQA Mastery 75% or above K-5	69.7%	66.0%	70.0%				
Math - CQA Mastery 75% or above - K-5	74.3%	81.0%	83.0%				
Writing - CQA Mastery 75% or above K-5	75.8%	75.0%	78.0%				
Local Data	District	School	Goal	2016-17			
PRIDE	2015-16	2015-16	2016-17	Q1	Q2	Q3	Q4
PRIDE - Elementary Average out of 2	1.5	1.4	1.5				
% of Student with No Behavioral Referrals	83.7%	97.0%	98%				

# of Behavioral Referrals	1913	46	40				
Student Attendance	95.0%	95.4%	96.0%				
Local Data	District	School	Goal	2016-17			
IMPACT	2015-16	2015-16	2016-17	Q1	Q2	Q3	Q4
Reading and Math - Total number of students enrolled K-12	3673	146					
Behavior - Total number of students enrolled K-12	650	6	5				
PUBLIC RELATIONS AND MARKETING	District	School	Goal	Current			
	2015-16	2015-16	2016-17	2016-17			
Enrollment	10,483	453	485	483			
Free and Reduced Lunch	56.6%	60.9%					
Percent Special Education	16.6%	16.8%					
Percent English as a Second Language	5.8%	10.3%					
Ethnicity	36.3%	18.0%					
Parent Satisfaction Rating (Ranked A or B)	68%	75.0%	80.0%				
Staff Satisfaction Rating (Ranked A or B)	71%	90.0%	95.0%				

**P.L. 221 Calendar
2016-2017
Pleasant Ridge Elementary**

Week	Professional Development	Group
July 25-29	July 25 th ELearning Conference July 26 th Welcome and Kick-off at CHS July 27 th Building Level Meetings	District Principal
August 1-5	<u>Quarterly Focus: Data Wise</u> Week One: PBIS- Review of Procedures Q1 Pacing Guide Review & Instructional Planning LAR Creation	Principal/AIC/BLT Committee Groups Grade Level
August 8-12	<u>Quarterly Focus: Data Wise</u> Week Two: DataWise Goal Setting Create DMR and Reading/LA skill review GCW Assessment Creation	Principal/AIC/BLT Committee Groups Grade Level
August 15-19	<u>Quarterly Focus: Data Wise</u> Week Three: Data Wise Goal Setting Committee Team Planning	Principal/AIC/BLT Committee Groups Grade Level
August 22 - 26	<u>Quarterly Focus: Data Wise</u> Week Four: Literacy Framework GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Committee Groups Grade Level
August 29- September 2	<u>Quarterly Focus: Data Wise</u> Week Five: Literacy Framework GCW Assessment Creation Hallway Walks (observe Guided Reading Groups)	Principal/AIC/BLT Committee Groups Grade Level
September 6 - 9 <i>NO SCHOOL, Sept. 5</i>	<u>Quarterly Focus: Data Wise</u> Week Six: Literacy Framework GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Committee Groups Grade Level
September 12 - 16	<u>Quarterly Focus: Data Wise</u> Week Seven: Literacy Framework Literacy Workshops IMPACT data review & skill planning	Principal/AIC/BLT Committee Groups Grade Level

September 19 - 23 <i>TEACHERS ONLY, Sept. 21</i>	<p style="text-align: center;"><u>Quarterly Focus: Data Wise</u></p> <p>Week Eight: Balanced Math Literacy Workshops GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	Principal/AIC/BLT Committee Groups Grade Level
September 26-30	<p style="text-align: center;"><u>Quarterly Focus: Data Wise</u></p> <p>Week Nine: PRIDE Q2 Pacing Guide Review & Instructional Planning</p>	Principal/AIC/BLT Committee Groups Grade Level
October 17 - 21	<p style="text-align: center;"><u>Quarterly Focus: Balance Math</u></p> <p>Week One: Technology Technology Workshops: Google Classroom, Read Theory Hallway Walks</p>	Principal/AIC/BLT Committee Groups Grade Level
October 24 - 28	<p style="text-align: center;"><u>Quarterly Focus: Balance Math</u></p> <p>Week Two: Rigor in Literacy Instruction GCW Assessment Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	Principal/AIC/BLT Committee Groups Grade Level
October 31 - November 4	<p style="text-align: center;"><u>Quarterly Focus: Balance Math</u></p> <p>Week Three: Rigor in Literacy Instruction LAR Creation IMPACT data review & skill planning</p>	Principal/AIC/BLT Committee Groups Grade Level
November 7 - 11 <i>Teacher only Nov.8</i>	<p style="text-align: center;"><u>Quarterly Focus: Balance Math</u></p> <p>Week Four: Parent/Teacher Conf. LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	Principal/AIC/BLT Committee Groups Grade Level
November 14 - 18	<p style="text-align: center;"><u>Quarterly Focus: Balance Math</u></p> <p>Week Five: Rigor in Mathematic Instruction GCW Assessment Creation Hallway Walks</p>	Principal/AIC/BLT Committee Groups Grade Level
November 21 - 22 <i>NO SCHOOL, Nov. 23 - 25</i>	<p style="text-align: center;"><u>Quarterly Focus: Balance Math</u></p> <p>Week Six: None LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	Principal/AIC/BLT Committee Groups Grade Level

November 28- December 2	<u>Quarterly Focus: Balance Math</u> Week Seven: Rigor in Mathematic Instruction LAR Creation IMPACT data review & skill planning	Principal/AIC/BLT Committee Groups Grade Level
December 5 - 9	<u>Quarterly Focus: Balance Math</u> Eight: Building data review GLM Writing Prompt grading GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Committee Groups Grade Level
December 12 - 16	<u>Quarterly Focus: Balance Math</u> Week Nine: Building data review Q3 Pacing Guide Review & Instructional Planning GLM to set IMPACT groups	Principal/AIC/BLT Committee Groups Grade Level
January 3 - 6	<u>Quarterly Focus: Planning for Progress</u> Week One: Aligning instruction to evaluation tool PRIDE LAR Creation	Principal/AIC/BLT Committee Groups Grade Level
January 9 -13	<u>Quarterly Focus: Planning for Progress</u> Week Two: Aligning instruction to evaluation tool GCW Assessment Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Committee Groups Grade Level
January 17 - 20 <i>NO SCHOOL, Jan. 16</i>	<u>Quarterly Focus: Planning for Progress</u> Week Three: LAR Creation IMPACT data review & skill planning Hallway Walks	Principal/AIC/BLT Committee Groups Grade Level
January 23 -27	<u>Quarterly Focus: Planning for Progress</u> Week Four: LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Committee Groups Grade Level
January 30 - February 3	<u>Quarterly Focus: Planning for Progress</u> Week Five: GCW Assessment Creation Hallway Walks	Principal/AIC/BLT Committee Groups Grade Level

February 6 - 10	<u>Quarterly Focus: Planning for Progress</u> Week Six: LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Committee Groups Grade Level
February 13 - 17	<u>Quarterly Focus: Planning for Progress</u> Week Seven: LAR Creation IMPACT data review & skill planning	Principal/AIC/BLT Committee Groups Grade Level
February 21 - 24 <i>NO SCHOOL or snow make up- Feb. 20</i>	<u>Quarterly Focus: Planning for Progress</u> Week Eight: LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Committee Groups Grade Level
February 27- March 3	<u>Quarterly Focus: Planning for Progress</u> Week Nine: LAR Creation IMPACT data review & skill planning	Principal/AIC/BLT Committee Groups Grade Level
March 6 -10	<u>Quarterly Focus: Planning for Progress</u> Week Ten: GLM Writing Prompt grading GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Committee Groups Grade Level
March 13 -17	<u>Quarterly Focus: Planning for Progress</u> Week Eleven: Q4 Pacing Guide Review & Instructional Planning GLM to set IMPACT groups	Principal/AIC/BLT Committee Groups Grade Level
April 3 - 7	<u>Quarterly Focus: Sustainability</u> Week One: Building Data Review for PRIDE LAR Creation Hallway Walks	Principal/AIC/BLT Committee Groups Grade Level
April 10 -14	<u>Quarterly Focus: Sustainability</u> Week Two: GCW Assessment Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Committee Groups Grade Level
April 17 -21	<u>Quarterly Focus: Sustainability</u> Week Three: LAR Creation IMPACT data review & skill planning	Principal/AIC/BLT Committee Groups Grade Level

April 24 - 28	<u>Quarterly Focus: Sustainability</u> Week Four: LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Committee Groups Grade Level
May 1 -4 <i>NO SCHOOL or snow make up- May 5</i>	<u>Quarterly Focus: Sustainability</u> Week Five: GCW Assessment Creation Hallway Walks	Principal/AIC/BLT Committee Groups Grade Level
May 8 - 12	<u>Quarterly Focus: Sustainability</u> Week Six: LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Committee Groups Grade Level
May 15 - 19	<u>Quarterly Focus: Sustainability</u> Week Seven: EOY IMPACT data review & skill planning	Principal/AIC/BLT Committee Groups Grade Level
May 22 - 26	<u>Quarterly Focus: Sustainability</u> EOY GLM Writing Prompt grading GLM to set & review growth IMPACT	Principal/AIC/BLT Committee Groups Grade Level
May 30-June 1 <i>NO SCHOOL-</i> May 29 Last student day- June 1	<u>Quarterly Focus: Sustainability</u> EOY	Principal/AIC/BLT Committee Groups Grade Level

Pleasant Ridge Elementary School

Comprehensive Needs Assessment Overview

An updated comprehensive needs assessment of all students in the school, including subgroups was used to review and revise the school wide comprehensive plan to improve teaching and learning. The needs assessment includes data collection and analysis as well as integration with key teaching strategies. The plan was developed in consultation with Director for Curriculum and Instruction, Supervisor for Assessment, Informational Services Coordinator, and Supervisor for Student Support Services, Director of Special Education and Bi-lingual Education. Parents, community members, teachers, and administrators will participate in reviewing and updating the plan through PL221 school wide planning committee meetings.

Collaboration at grade level and cross grade level meetings, all staff provided input to the development of the plan. The process and plan was and will be shared with parents during parent training opportunities and annual meetings.

Assessment

Assessment Q1. How many/what % of students meet state standards? Have mastered which skills?
Answer: Overall, Pleasant Ridge Elementary's ELA and math ISTEP scores, grades 3-5, are consistent.

Data Statement:

- According to ISTEP+ data from the Spring 2010, Pleasant Ridge students scored 71% mastery overall (198/278) in Mathematics.
- According to ISTEP+ data from the Spring 2010, Pleasant Ridge students scored 71.2% mastery overall (196/278) in Language Arts.
- According to ISTEP+ data from the Spring 2010, PR students scored 65% of 5th graders met mastery in ELA.
- According to ISTEP+ data from the Spring 2010, PR students scored 76% of 5th graders met mastery in math.
- According to ISTEP+ data from the Spring 2010, PR students scored 73% of 4th graders met mastery in ELA.
- According to ISTEP+ data from the Spring 2010, PR students scored 67% of 4th graders met mastery in math.
- According to ISTEP+ data from the Spring 2010, PR students scored 77% of 3rd graders met mastery in ELA.
- According to ISTEP+ data from the Spring 2010, PR students scored 71% of 3rd graders met mastery in math.

Assessment Q2. Are some groups not performing as well as others?

Answer: Yes, there's a gap between free and reduced lunch, as well as special needs, and the overall population.

Data Statements:

- According to ISTEP+ data from the Spring 2010, Pleasant Ridge Free/Reduced students scored 63% mastery overall (86/136)
- According to ISTEP+ data from the Spring 2010, Pleasant Ridge Free/Reduced students scored 62% mastery overall (84/136) in Language Arts.
- According to ISTEP+ data from the Spring 2010, Pleasant Ridge Special Education students scored 46% mastery overall (16/35) in Language Arts.
- According to ISTEP+ data from the Spring 2010, Pleasant Ridge Special Education students scored 60% mastery overall (21/35) in mathematics.

Assessment Q3. What are the critical errors made by students below mastery?

Answer: Data shows our critical errors remain the same with concerns in reading, math, and writing.

- 5th grade reading – did not support the answer with text
- 5th grade math – did not use T-chart & computation/basic skills
- 5th grade writing – response too short – undeveloped response
- 4th grade reading – did not support answers with text
- 4th grade math – did not use T-chart to organize and math vocabulary
- 4th grade writing – lack of relevant and supporting ideas/ response too short with undeveloped response
- 3rd grade math – computation/basic skills
- 3rd grade writing – few supporting ideas, weak ending, and response too short with undeveloped response

Data Statements:

- Based on sample classroom chart of key errors for Spring 2009,
 - 40% of SES 5th grade students did not support their answers with text
 - 60% of SES 5th grade students did not use a T-chart to organize their thoughts
 - 83% of SES 5th grade students lacked the basic skills to answer questions asked
 - 26% of SES 4th grade students did not support answers with text
 - 29% of SES 4th grade students had few supporting details in writing.
 - 32% of SES 4th grade students had responses in writing that were too short or undeveloped
 - 53% of SES 4th grade students used run-on sentences.
 - 38% of SES 4th grade students did not know the math vocabulary to complete the task at hand.
 - 65% of SES 3rd grade students lacked basic math skills.
 - 47% of SES 3rd grade students had the process but made computational errors.
 - 47% of SES 3rd grade students had few supporting details.
 - 43% of SES 3rd grade students had weak endings to their written responses.

Assessment Q4. Are students showing adequate yearly progress; are #s of students not-passing decreasing/fewer?

Answer:

- a) Yes, according to Acuity, DIBELS, and ISTEP+ data testing, fewer students are not passing than previous years.
- b) Yes, as a school, Pleasant Ridge Elementary made AYP for 2010.

Data Statement:

- Comparing Spring 2009 to Spring 2010, ISTEP+ data, students scoring in the below category in math went from 44% (127/286) to 38% (108/278).
- Comparing Spring 2009 to Spring 2010 ISTEP+ data, students scoring in the below category in Language Arts went from 38% (109/286) to 29% (83/278).

Assessment Q5. How well are students meeting standards in non-ISTEP+ grades? Errors?

Answer: We have not yet met our goal of 80% mastery.

Data Statements:

- According to Kindergarten Benchmark data, the beginning of the year DIBELS scores students scored 62% mastery overall (37/60) in Language Arts.
- According to first grade beginning of the year DIBELS benchmark, students scored 77% mastery overall (50/65) in Language Arts.
- According to second grade beginning of the year DIBELS benchmark, students scored 65% mastery overall (52/80).
- According to K-2 beginning of the year DIBELS benchmark, Pleasant Ridge elementary scored 68% mastery overall in Language Arts (139/205).

Assessment Q6. How many students read at/above gr. level? W/ comprehension?

Answer: On average, 74.5% of our student population read at or above grade level.

Data Statement:

- According to TRC middle of the year data, 100% of Kindergarten students were reading at or above grade level.
- According to TRC middle of the year data, 64% of 1st grade students were reading at or above grade level.
- According to TRC middle of the year data, 70% of 2nd grade students were reading at or above grade level.
- According to the Spring 2011 Acuity data, 74% of 3rd grade students were reading at or above grade level.
- According to the Spring 2011 Acuity data, 69% of the 4th grade students were reading at or above grade level.
- According to the Spring 2011 Acuity data, 70% of the 5th grade students were reading at or above grade level.

Assessment Q7. Do students w/ As, Bs, & Cs on report cards pass ISTEP+ (elem)?

Answer: This area was not addressed by the CAN committee members at this time.

Assessment Q9. How well prepared do Kdg. Students come to school?

Answer: More than half of our students come to school prepared for kindergarten.

Data Statements:

- Based upon Brigance data (40/62) 65% of the incoming Kindergarten students came into Kindergarten prepared.

Culture

Culture Q1. Are culturally appropriate strategies utilized in classrooms (racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups)?

Answer: A book study of Ruby Payne's A Framework for Understanding Poverty was completed by the staff and strategies have been applied in the classroom

Data Statements:

*According to ISM 2009-2010 sign-in sheets, 100% of staff have been trained in Ruby Payne.

Culture Q2. Is the number of student disruptions kept to a minimum so that learning time for students is maximized?

Answer: Student disruptions are kept to a minimum, but continued PD has been requested in order to further maximize student learning.

Data Statements:

* According to 2009-2010 office referral data, there were 60 office referrals.

* According to a Spring 2010 staff survey, 67% of certified staff (12/21) responding believe that we need to include more classroom management techniques in Professional Development.

Culture Q3. Do we have a safe learning environment?

Answer: A safe learning environment is created at Pleasant Ridge through Positive Behavior Supports and continual studies in bullying.

Data Statements:

*According to 2009-2010 meeting record forms, 100% of staff were trained in Positive Behavior Support implementation.

* According to a spring 2010 survey, 27% (26/83) of parents responding believed verbal bullying is a problem at Pleasant Ridge Elementary.

* According to a Spring 2010 staff survey, 67% of certified staff (12/21) responding believe that we need to include more classroom management techniques in Professional Development.

Culture Q4. How well are our rules or procedures for behavior followed?

Answer: Through Positive Behavior Supports, a set of rules have been establish with an acronym, BUC: Be safe. Use Manners. Care for others. This acronym has strengthened our behavior system.

Data Statements:

* According to 2009-2010 office referral data, there were 60 office referrals.

* According to a parent survey in Spring 2010, 78% of parents responding (73/93) believe that teachers do a good job of maintaining discipline.

Culture Q5. How do we inform families about state standards, student performance, grade level expectations, class policies & procedures?

Answer: At the beginning of the year, Open House events are held at each grade level to inform families of the classroom policies, procedures, and grade level expectations. At this time, a brief meeting is also held by the principal to inform families of the school wide policies and procedures. Furthermore, Pleasant Ridge holds a 100% contact goal for fall parent teacher conferences in order to maintain this communication. In addition, teachers send weekly or monthly newsletters informing families of classroom policies, procedures, and due dates. Finally, families are sent a monthly newsletter from the principal informing them of state testing, goals, and expectations, as well as school policies, procedures, and upcoming events.

Data Statements:

*According to Spring 2010 parent survey data, 26% of parents responding (25/83) did not feel that we provided regular communication on their child's progress.

* According to a Spring 2010 survey, 79% (73/83) of parents responding would give Pleasant Ridge an A or B as a grade.

Culture Q6. What level of attendance do we have at parent conference, Open House, other?

Answer: Our fall parent teacher conference expectation is 100% contact by each teacher. In addition, teachers contact parents at least once a quarter with positive communications.

Data Statements:

* According to parent contact record forms, all staff made 100% personal contact with parents.

Culture Q7. What business partnerships do we have? With what outcomes? Role in decision-making?

Answer: Pleasant Ridge has community business leaders and parents that are a part of our steering committee for PL 221. We have a partnership with the Charlestown Excellence in Education Foundation (CEEF). This partnership is making our community a technological center of innovation.

Data Statements:

- According to fall 2010 survey data, 12/29 certified staff contribute to the Charlestown Excellence in Education Foundation (CEEF).

Curriculum

Curriculum Q1. Is curriculum aligned with state standards? Instruction? Are curriculum maps completed, reviewed and updated regularly?

Answer: Teachers at all grade levels align their curriculum and instruction to state standards in all subject areas through the creation of Goal Clarity Windows and the use of The Learning Connection.

Data Statement:

- Based upon Fall 2010 Rubicon Atlas data, 100% of P.R. teachers are aligning curriculum with state standards.

Curriculum Q2. Is staff fully implementing key programs trained in?

Answer: A high percentage of Pleasant Ridge Elementary's staff is consistently implementing the plethora of programs in which they were trained.

Data Statements:

- Based on curriculum walkthroughs, 100% of P.R. teachers are using DMR.
- Based on curriculum walkthroughs, 100% of PR staff utilize the 4 square writing model.
- Based on Fall 2010 student surveys, 62% of 3rd grade students, 96% of 4th grade students and 72% of 5th grade students use rubrics on a daily or weekly basis.
- Based upon Goal Clarity Window, 50% of PR teachers are using cooperative learning.

Curriculum Q3. How are Goal Clarity Windows being used?

Answer: Goal Clarity Windows are being created through collaboration and the data is being analyzed bi-weekly by grade level teams.

Data Statement:

- Based upon Rubicon Atlas, 100% of PR teachers are using Goal Clarity Windows.

Curriculum Q4. Are rubrics and exemplars being developed and used by teachers AND Students: Are state rubrics posted and used by students?

Answer: Yes, rubrics and exemplars are being developed and used by teachers and students throughout the building.

Data Statements:

- Based upon curriculum walkthroughs, 100% of teachers are using rubrics and exemplars.

Curriculum Q5. Are students provided technology classes? How often? How assessed?

Answer: Yes, students are provided with technology classes on a weekly basis with quarterly assessments.

Data Statement:

- Based upon scheduling for the 2010-2011 school year, 100% of PR students are provided weekly technology classes and assessed quarterly.

Curriculum Q6. How many/what percent of students are enrolled in Advanced Placement and or Honor courses? Served by the corporation's highly Able program?

Answer: Three students are enrolled in the Highly Able program offered by the Greater Clark County Schools Corporation.

Data Statement:

- Based on population data, 1% (3/480) students are enrolled in Advanced Placement and or Honor Courses.

Intervention

Intervention Q1. Are extended time interventions (i.e., tutoring, summer school, supplemental classes) increasing student learning?

Answer: Pleasant Ridge Elementary School is currently working toward our 80% goal of mastery. We are not there yet, but our interventions are aiding our continued progress.

Data statements:

- According to ISTEP+ data from the Spring 2010, Pleasant Ridge students scored 71% mastery overall (198/278) in Mathematics.
- According to ISTEP+ data from the Spring 2010, Pleasant Ridge students scored 71.2% mastery overall (196/278) in Language Arts.
- According to ISTEP+ data from the Spring 2010, PR students scored 65% of 5th graders met mastery in ELA.
- According to ISTEP+ data from the Spring 2010, PR students scored 76% of 5th graders met mastery in math.
- According to ISTEP+ data from the Spring 2010, PR students scored 73% of 4th graders met mastery in ELA.
- According to ISTEP+ data from the Spring 2010, PR students scored 67% of 4th graders met mastery in math.

- According to ISTEP+ data from the Spring 2010, PR students scored 77% of 3rd graders met mastery in ELA.
- According to ISTEP+ data from the Spring 2010, PR students scored 71% of 3rd graders met mastery in math.

Intervention Q2. What data is used to identify students, programs and personnel for our intervention program?

Answer: Acuity, ISTEP+, Dibels, and teacher observations and recommendations are used to identify students, programs, and personnel for our intervention.

Data Statements:

- Based upon Fall 2010 DIBELS data, 25% of Kindergarten students (15/60) were identified for intensive intervention in ISF.
- Based upon Fall 2010 DIBELS data, 8% of 1st grade students (5/56) were identified for intensive intervention in NWF.
- Based upon Fall 2010 DIBELS data, 10% of 2nd grade students (8/80) were identified for intensive intervention in ORF.
- Based upon Fall 2010 Acuity data, 17% of 3rd grade students (15/87) were identified for intensive intervention. These are Tier 1 and 2 students.
- Based upon Fall 2010 Acuity data, 8% of 4th grade students (7/87) were identified for intervention. These are Tier 1 students.
- Based upon Fall, 2010 Acuity Language Arts data, 2% of 5th grade students (2/114) were identified for intensive interventions. These are Tier 1 students.

Intervention Q3. How often is student data reviewed for intervention groups?

Answer: Group formation for intervention is reviewed each quarter.

Data Statements:

- According to the Meeting Record Form, progress monitoring is reviewed once a month during grade level meetings.
- According to data, progress monitoring scores are posted three times between each benchmark.

Intervention Q4. How is intervention data communicated with the regular classroom teacher?

Answer: Classroom teachers are the ones collecting the data on a regular basis.

Data Statements:

- Based upon weekly meeting record forms, 100% of Pleasant Ridge teachers are updated on student progress.

Intervention Q5. What methods are used to evaluate and track the effectiveness of intervention initiatives?

Answer: Acuity, Dibels, and ISTEP+ scores of the students involved in intervention are used to evaluate and track the effectiveness of intervention initiatives.

Data Statement:

- 100% of the tracking methods used for students receiving intervention are DIBELS, TRC, ISTEP and Acuity.

Pedagogy

Pedagogy Q1. Is consistent language & strategies used across grades & classes within grades?

Answer: Teachers across grades use consistent language and strategies involving rubrics, mastery examples, homework folders/planners, and daily math review.

Data Statements:

- According to the 2010 PR staff survey, 54% (7/13) of staff used rubrics consistently (4+ days/week).
- According to the 2010 PR staff survey, 69% (9/13) used mastery examples or exemplars consistently (4+ days/week).
- According to the 2010 PR staff survey, 77% (10/13) used homework folders consistently (4+ days/week).
- According to the 2010 PR staff survey, 92% (12/13) of staff survey used Daily Math Review (DMR) consistently (4+ days).

Pedagogy Q2. How much time is spent in teach, guided practice, independent practice?

Answer: Within a 90 minute block of instruction, teach and independent practice average 10-15 minute each, with the remainder of time spent in guided practice.

Data Statements:

- According to the 2010 PR staff survey, 100% (10/10) of the staff average 15 minutes or less for the “teach” portion of instruction during reading, writing, and math.

Pedagogy Q3. What methodologies are used consistently in our building?

Answer: Rubrics, mastery examples, homework folders/planners, and daily math review methodologies are consistently used in our building.

Data Statements:

- According to the 2010 PR staff survey, 54% (7/13) of staff used rubrics consistently (4+ days/week).
- According to the 2010 PR staff survey, 69% (9/13) used mastery examples or exemplars consistently (4+ days/week).
- According to the 2010 PR staff survey, 77% (10/13) used homework folders consistently (4+ days/week).
- According to the 2010 PR staff survey, 92% (12/13) of staff survey used Daily Math Review (DMR) consistently (4+ days).

Pedagogy Q4. Do we have guidelines for homework that are consistent in each classroom? How do we ensure guidelines are adhered to?

Answer: School-wide homework guidelines were developed in each grade level.

Data Statements:

- According to the 2010 grade level survey, 67% (4/6) of grade levels follow common homework guidelines.

Pedagogy Q5. What strategies are used to ensure student engagement?

Answer: A list of engagement strategies, such as white boards, thumbs up/thumbs down, elbow partners, among others, were compiled and a poster created for each teacher.

Data Statement:

- According to the 2010 PR staff survey, 85% (11/13) of teachers consistently used the engagement strategies on the "PR Strategies Engagement Poster."

Planning

Planning Q1. Do students have enough time to learn?

Answer: A master schedule was created to ensure proper allotment of time for each subject area.

Data Statement:

- Based upon Master Schedule, 100% of teachers at PR devoted 90 minutes to literacy instruction.

Planning Q2. Does the school schedule enhance or hinder learning? Time on task?

Answer: We feel if the master schedule is followed, it enhances students learning.

Data Statements:

- Based upon a teacher survey, 58% (7/12) teachers at PR stayed on schedule for instruction.
- Based upon the Master Schedule, 30 minutes of instructional time is allotted for English language arts intervention for 100% of students K-5.

Planning Q3. How are paraprofessionals & special program staff used to support student learning?

Answer: Intervention and special needs teachers work together to identify the most at risk students, regardless of placement, and provide tier 2 and 3 intervention.

Data Statements:

- Based on a para-professional kindergarten time schedule, 51% of the time is spent supporting student learning.

Planning Q4. Are school improvement strategies monitored on a regular basis?

Answer: Yes, school improvement strategies are monitored on a regular basis through weekly grade level meetings and the implementation and data gathering of Goal Clarity Windows.

Data Statements:

- Based on teacher sign-in attendance sheets for the 2010-2011 school year, 93% of teachers attended instructional staff meetings to improve instruction.
- Based on meeting record form, student Goal Clarity Window data is monitored bi-monthly.

Planning Q5. How is shared leadership demonstrated in the building? What opportunities are available for teacher leaders?

Answer: Leadership is shared via leadership team meetings twice a month. Together the leadership team develops and collects materials for PD, presents during PD sessions, gathers data from Goal Clarity Windows and other assessments, and disaggregates data. In addition, each leadership member serves as the chair of their grade level.

Data Statements:

- 100% of Building Leadership team collects and disaggregates data for Goal Clarity Windows.
- 100% of our Building Leadership team present professional development opportunities to staff.

Professional Development

Professional Development Q1. What is the relationship of student achievement, state standards, & professional dev?

Answer: More time and data are needed to determine the relationship between professional development and student achievement.

Professional Development Q2. What impact has PD had on classroom practice? How do we know? How do we evaluate impact?

Answer: Teachers continue to implement best practices from past professional development opportunities on a daily basis.

Data Statements:

- Based on teacher professional development surveys, 92% (11/12) of teachers do Daily Math Review daily.
- Based on ISTEP 09-10 data, 63% (86/136) Free/Reduced students passed math.

(Professional Development Q3. What kinds of collaboration exist? How effective is each?

Answer: A variety of collaboration exists throughout the building.

- Weekly grade level meetings
- Whole staff meetings once a month
- Whole staff meetings once a week for PD

- Leadership meetings bi-weekly
- Primary staff meeting once a week
- Intermediate staff meeting once a week

Data Statements:

- Based on 2009-2010 meeting record forms, 100% (31/31) of certified staff participated in monthly staff meetings.
- Based on 2009-2010 meeting record forms, 90% (28/31) of certified staff participate in weekly grade level meetings.
- Based on Spring 2010 ISTEP+ data, 62% (84/136) Free/Reduced students passed ELA.
- Based on Spring 2010 ISTEP+ data, 60% (21/35) special needs students passed math.

Professional Development Q4. Does PD increase cultural competency?

Answer: Yes, it allows the staff time to discuss shared strategies and concerns.

Data Statements:

- Based on Spring 2010 ISTEP+ data, 62% (84/136) of Free and Reduced lunch students passed ELA.
- Based on Spring 2010 ISTEP+ data, 60% (21/35) special education student passed math.
- Based on Spring 2010 ISTEP+ data, 46% (16/35) special needs students passed ELA.
- Based on Spring 2010 ISTEP+ data, 63% (86/136) Free/Reduced students passed math.

School Planning Review Team

NAME	POSITION	SIGNATURE
Marianne Smith	AIC/Literacy Coach	Marianne Smith
Marc Thompson	Parent	Marc Thompson
Decimber M. Smith	ESL Teacher	Decimber M. Smith
Kelly Engle	2 nd Gr. Teacher	Kelly Engle
Teresa Gibson	2nd Gr. Teacher	Teresa Gibson
Amy Lawrence	K teacher	Amy Lawrence



**IDOE School Improvement and Professional Development
Building Level Assurance Form
Principal / Exclusive Representative Signatures**

Used Only When Exclusive Representative Signs Each School Individually.

DOE Building Number	0829
Building Name	Pleasant Ridge Elementary

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Principal Name (Print)	Sara Porter
Principal's Signature	<i>Sara Porter</i>
Date Signed	09-12-2016

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	
Exclusive Representative Signature	
Date Signed	

This signed form should be kept on file at the school's office.

Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.