

Center Grove Community School Corporation

Pleasant Grove Elementary School

School Improvement Plan

2021-2022



This plan is written in compliance with IC 20-31-5-4, IC 20-31-4-6, IC 20-31-6, IC 20-19-3-12.2, and 511 IAC 6.2-3. Additional input on professional development was sought from IC 20-19-2-11, IC 20-20-31. The technology coordination plan complies with IC 20-20-13. Pleasant Grove Elementary suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Pleasant Grove Elementary recognizes Sec 2101(a)3(c)1(B)ii from the 2015 ESSA reauthorization supplants 511 IAC 10-6.

Curriculum

The Center Grove Community School Corporation is undergoing a curriculum revision to attain a Guaranteed and Viable Curriculum (G&V). This includes reviewing and organizing state standards into Essential Learnings (ELs) with Proficiency Scales to describe the progression of learning on each measurement topic. (All curriculum guides are posted in our learning management system (CANVAS) where all teachers have access as well as additional resources.) Our process for building our G&V includes many Curriculum Collaborators per subject. Additionally, we include an item bank for common formative assessments (CFA) per EL as well as a sample CFA that teams can use and modify to assess student learning.

Requirement Pertaining to Goals and Objectives

Pleasant Grove Elementary School demonstrates an exceptional history of academic excellence, especially in student achievement. Our continuing goal is to address student academic growth and to help children reach maximum learning. It is the goal for our school to earn a level A in the state's A-F accountability model after receiving two consecutive years of a level B. The percentage of students passing the newly formed state assessment (ILEARN) will continue to rise from the new benchmark established this year. With due diligence our attendance rate will continue to remain at or above the 95% threshold. The curriculum, instructional strategies, professional development initiatives, and assessment program outlined below support all students and drive the school's continuous improvement process. Longitudinal goals (like continued ILEARN success and improvement) are supported by the daily, smaller, student-focused instructional goals generated through PLCs and RTI.

Reduction in Absenteeism

Center Grove Community School Corporation, and specifically Pleasant Grove Elementary has an exemplary attendance record. In isolated instances where attendance does become a problem, we utilized the Johnson County Juvenile Probation System, to compel student attendance.

Name and Description and of Assessments in Addition to State Mandated Assessments:

The following assessments are in use at Pleasant Grove Elementary School. Pleasant Grove Elementary School follows the district and state standards assigned to each grade level for English/Language Arts, Mathematics, Science and Social Studies. The results that follow in this document prove that the assessments are aligned to our curriculum and all instruction is based on high priority curricular needs. The summative assessments noted on the chart below are standardized and are known to be valid, reliable, and unbiased. Assessments are administered with fidelity defined by each assessment publisher. All students at PGES participate in these assessments and the results that follow in this document accurately represent the students we serve. Accommodations are provided to students who have an IEP, a 504 or an ILP (language learners). Accommodations are provided in a manner that follows the restrictions of the assessment and meets the requirements of the student's IEP.

	Available Assessments by Grade Level					
Assessment Title and Description	K	1	2	3	4	5
Reading Assessments						
AIMSweb	x	x	x(ORF)	x(ORF)		
NWEA Reading and Language Usage	x	x	x	x	x	x
Fountas and Pinnell Guided Reading Levels	x	x	x			
IREAD-3				x		
Arkansas Rapid Naming Fluency	x	x	x			
PALs Assessment		x	x			
Mathematics Assessments						
NWEA Mathematics	x	x	x	x	x	x
AIMSweb	x	x				
Pearson Topic Tests		x	x	x	x	x
CGCSC Essential Learning CFA	x	x	x	x	x	x
Cognitive Assessments						
CogAt	x		x			x
IOWA	x					
Climate and Behavioral Assessments						
Elementary Student Survey - BrightBytes	x	x	x	x	x	x
Parent Survey	x	x	x	x	x	x
Staff Survey	x	x	x	x	x	x
Panorama Social/emotional Survey	x	x	x	x	x	x

Professional Development Narrative

Data Analysis

- Pleasant Grove Elementary School participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunities for student-centered data analysis. Working from a common curricular framework, aligned to corporation ELs (Essential Learnings) and State Academic Standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative state assessments and local formative assessments. Data

is analyzed to determine core program effectiveness and remediative interventions necessary to close achievement gaps.

Strategies, Programs, Services, and Activities

- Pleasant Grove Elementary School, in collaboration with all Center Grove Community School Corporation elementary schools, integrates the Indiana Academic Standards into a locally developed curriculum framework. Our elementary mathematics program follows the enVisions Math Series. This program allows our teachers to spiral the curriculum throughout the school year, while providing TIER instruction for remediation and enrichment. Our Language Arts instruction focuses on a balanced framework through six research-based practices: Concepts of print, Phonemic Awareness, Phonics, Fluency, Comprehension, and Metacognition. Modeled and Shared reading is one instructional strategy that is used through read-aloud, think-aloud, fluent reading, choral reading, storytelling and readers' theater. The Guided Reading time is used for flexible groups, literacy work stations, literature circles, book clubs and matching text levels with students. Students also have the opportunity to independent read, and have access to a variety of genres at their independent reading levels.
- During the 16-17 school year, Center Grove Community School Corporation adopted the Units of Study from Lucy Calkins. The Units of Study was built on nine bottom line conditions for effective instruction. They are: 1. Writing needs to be taught like any other basic skill, with explicit instruction and ample opportunity for practice; 2. Writers deserve to write for real, to write the kinds of texts that they see in the world—nonfiction chapter books, persuasive letters, stories, lab reports, reviews, poems—and to write for an audience of readers; 3. Young writers need to be immersed in a listening and storytelling culture where their voices are valued and heard; 4. Writers write to put meaning onto the page. Young people will especially invest themselves in their writing if they write about subjects that are important to them; 5. Children, early in their writing development, need to be taught phonemic awareness and phonics—the instruction that develops their language, and supports and fosters their ability as writers; 6. Children deserve to be explicitly taught how to write. Instruction matters—and this includes instruction in spelling and conventions as well as in the qualities and strategies of good writing; 7. Children deserve the opportunity and instruction necessary for them to cycle through the writing process as they write: rehearsing, drafting, revising, editing, and publishing their writing; 8. Writers read. For children to write well, they need opportunities to read and to hear texts read, and to read as insiders, studying what other authors have done that they too could try; 9. Children need clear goals and frequent feedback. They need to hear ways their writing is getting better and to know what their next steps might be; 10. Professional development is provided through our Instructional Coaches and Instructional Rounds. They also provide model lessons and planning sessions with a focus on sustaining this initiative.
- Pleasant Grove Elementary School has a Response to Instruction model in place for Tier 2 and Tier 3. At the elementary level, that entails school-wide benchmark screenings in literacy and numeracy through AimsWeb. Students identified as at-risk (Strategic and Intensive) are progress monitored every two weeks.
- Pleasant Grove Elementary School's RTI process is targeted at placement of at-risk students in math and reading. Students receive intensive support during a 30 minute RTI block in math/LA. Students who need extra support in reading forgo science or social studies for reading intervention. Strengthening these Response to Intervention strategies is an overall professional development plan.

Evaluation on the impact of these activities

- On-going review of local formative assessments and standardized summative evaluations allows Pleasant Grove Elementary School staff to monitor core program and RTI progress on a continual basis. Weekly, small-scale PLC review of classroom best practices informs daily practice, formative assessments serve as benchmarking screeners that assist recording keeping three times a year, and high-stakes summative assessments serve as an evaluation of student learning and teacher content delivery.

Assurances

- Principals have completed the IDOE Legal Standards for accreditation assurances.

Cultural Competency

The Center Grove Community School Corporation has developed a character education plan for use with all of our students based on the core model set by Pleasant Grove Elementary. This plan incorporates the use of district-wide K-12 monthly character traits and components of cultural competency training to provide a well-rounded program. The students in our corporation have opportunities to learn about a variety of cultures through academic text, history, science, language development, art and music. Books, read-alouds and class novels are selected and provide cultural exposure. Parents of diverse ethnicity are invited to serve on school and/or corporation committees.

Provisions to Maximize Parental Participation

Parental participation is a key component to success within our school. Parents actively support Pleasant Grove Elementary by participating in the Parent/Teacher Organization and by volunteering to assist in classrooms, on field trips, and at athletic and social events. The school organizes several events to facilitate communication between the school and home. Conferences are held each fall at the end of the first grading quarter in order for parents to speak directly to their child's teacher. Additional conferences are held at the request of parents or the teacher throughout the year in order to discuss information about performance on ILEARN, NWEA, grade level standards, Tier 2 Support Plan progress, or to celebrate success or nurture ways that parents can support learning. Parents are invited to participate in the PGES STEM night and are integral in our annual Family Fun Night. For the beginning of the 2021-2022 school year, all visitors are on-hold to the building due to the COVID-19 pandemic. The school organizes several events to facilitate communication between the school and home.

Provisions to Maintain a Safe and Disciplined Learning Environment

Pleasant Grove Elementary maintains a safe and orderly learning environment by conducting regular emergency drills throughout the school year.

Emergency drills -- fire, tornado, earthquake, lockdown and evacuation codes are conducted to ensure that students and staff understand safety procedures. School Resource officers, secure entrances, and security cameras provide an extra measure of safety throughout the building. The school corporation has an electronic visitor check-in system that coordinates with our volunteer background database. All visitors must provide identification before being given access to the rest of the building. Upon presenting identification, the visitor is given an ID badge to use while at the school. This measure provides an extra step towards maximizing the security of the main entrance to the building. Center Grove Schools also use the RAPTOR program to log drills or emergency events. This is used by every staff member in our building to record attendance or report a safety concern.

Provisions for the Coordination of Technology Initiatives

Technology is changing the way instruction is delivered and material is accessed. Center Grove Community School Corporation strives to develop teachers who understand how to integrate technology at the highest levels to support better learning outcomes for their students. Our district technology team provides many resources and guides our professional development using the SAMR and Triple E frameworks. We model and stress to teachers that, to have the biggest impact on student learning, we must use technology to transform lessons and ask students to do things that previously were unimaginable. In the hands of a well-trained teacher, technology can be a tool to accelerate learning and give students new opportunities to create and share their work.

We believe in providing all students with opportunities for personalized, connected learning. All students grades K-2 have access to an iPad during the school day. This is part of a project called iPossibilities. These students also have access to five classroom Chromebooks to help facilitate collaboration using G Suite. All students grades 3-5 have access to a Chromebook during the school day. They also have access to five classroom iPads to help encourage creativity. All middle school and high school students have access to an iPad 24/7, as part of a project called Mobile Minds. We believe in the ISTE Standards for Students and strive to develop students into empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators. We believe this environment develops a well-rounded student who is college and career ready. Data from BrightBytes, an annual survey we administer to determine the effectiveness of technology in improving student achievement, reveals we are above national average in our classroom implementation, access, skills, and environment scores.

Statutory Requirements:



September 24, 2021

Superintendent Signature

Date

EXCLUSIVE REPRESENTATIVE SIGNATURE ON SEPARATE PAGE