

Poplar Grove Elementary School School Improvement Plan



North Boone

Community Unit School District 200

Table of Contents

Section 1: District and School Information

Section 2: Illinois State Report Card - PARCC Results - Poplar Grove Elementary School

Section 3: School Improvement - Top Priority Indicators and Action Plans

- Leadership
- Professional Development
- Aligned Instruction - Curriculum
- Instruction
- Assessment
- Community and Family Engagement
- Conditions for Learning

Section 4: School Goals

Section 5: School Discipline Plan

Section 6: Conclusion

District and School Information

District Mission:

The Mission of the North Boone educational community is to provide students with exceptional experiences that continuously develop their minds and character, fostering lifelong learning and responsible citizenship.

About CUSD 200:

North Boone Community Unit School District 200 serves approximately 1750 students in preschool through high school in the villages of Caledonia, Capron and Poplar Grove as well as the northern tier of unincorporated Boone County, Illinois.

About Poplar Grove:

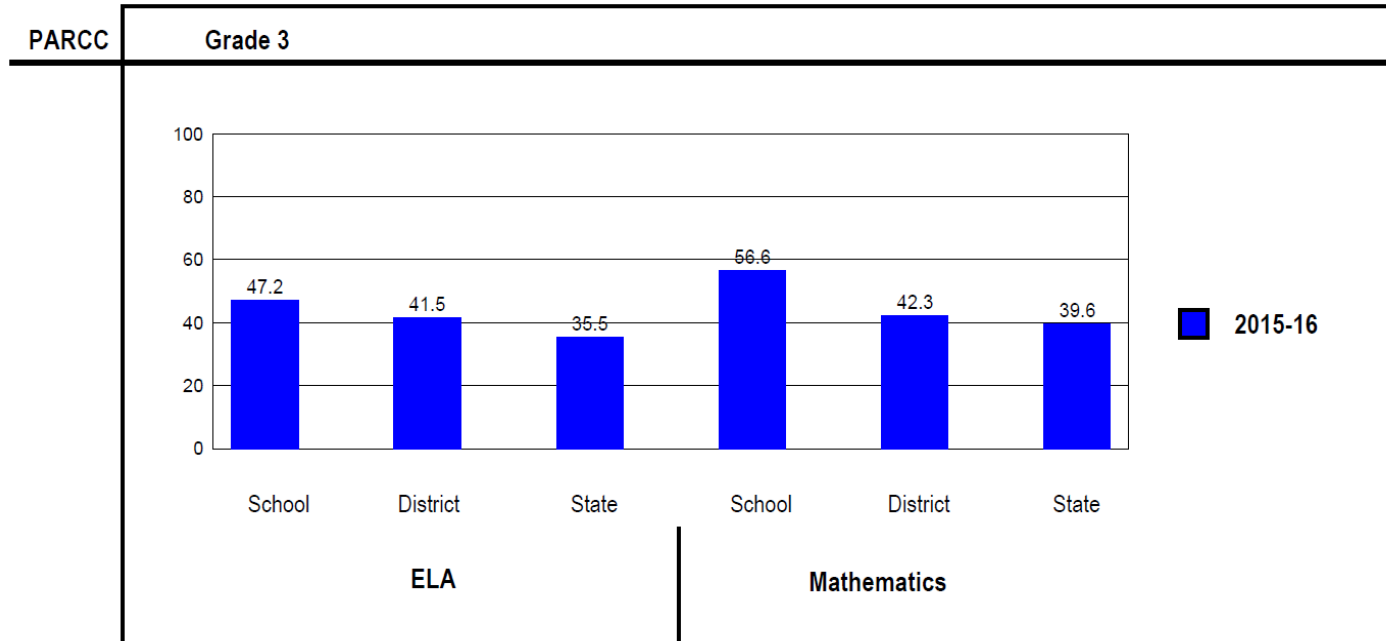
Poplar Grove Elementary School is one of the three primary schools in the North Boone School District. Poplar Grove houses approximately 280 students in full day kindergarten through fourth grades.

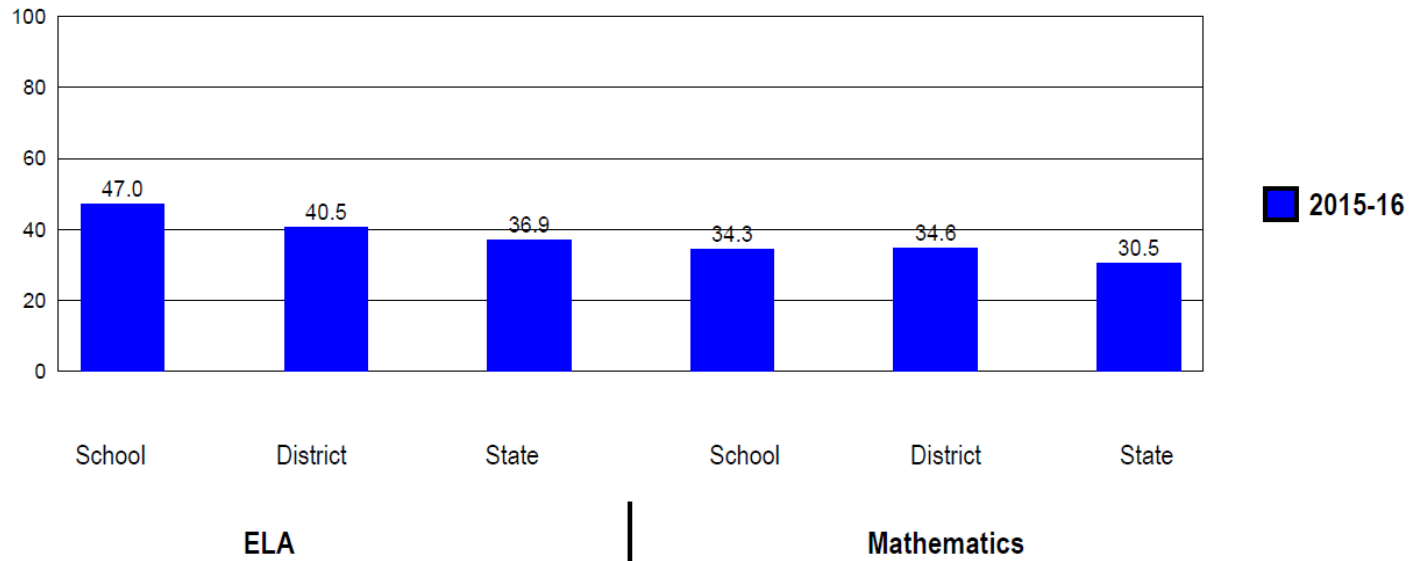
At Poplar Grove and the North Boone School District, the administration, faculty and staff, in cooperation with the parents and community, will work tirelessly to meet the needs of each student who enters our doors. At Poplar Grove, we are proud of our academic achievements. Our commitment to a team effort and academic excellence has always been the foremost at our school.

Poplar Grove Elementary School PARCC Results (15-16)

PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.

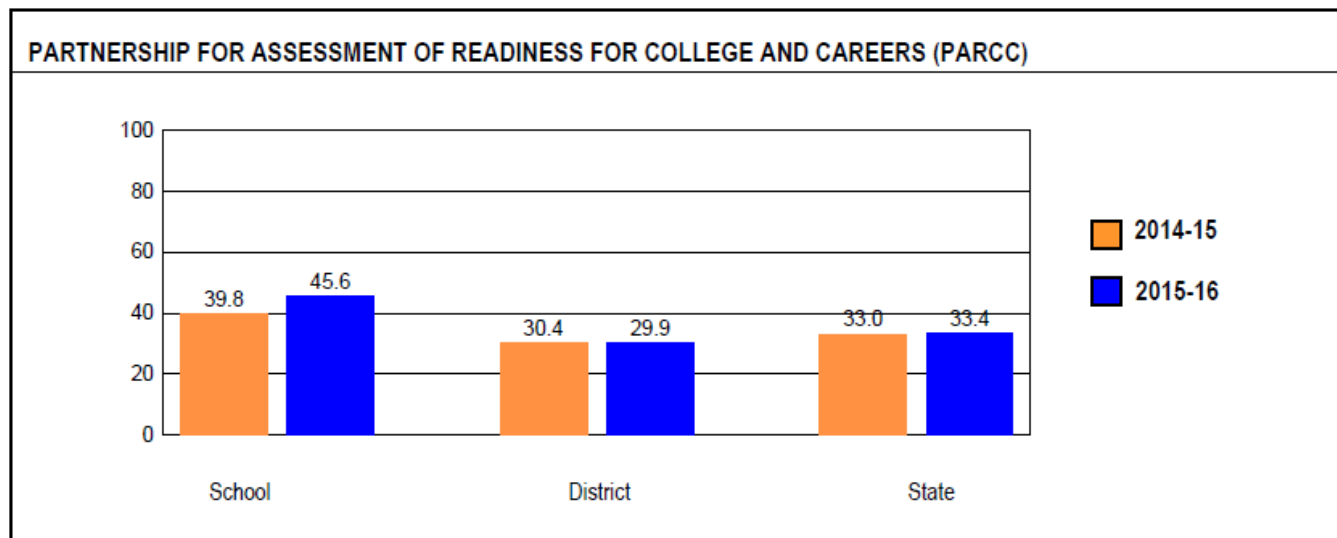
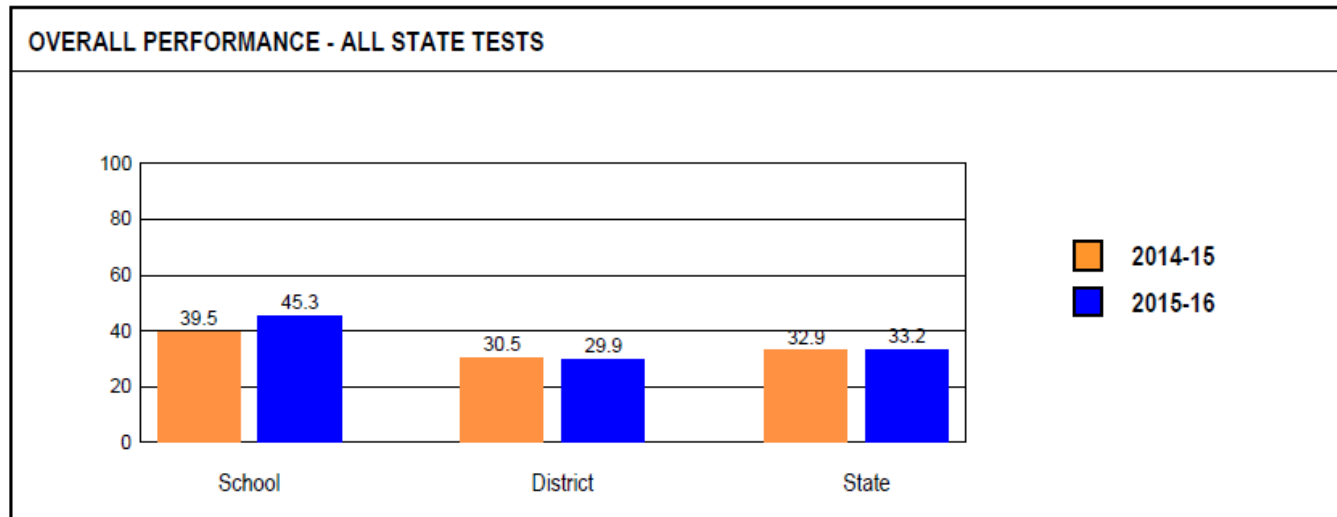




ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



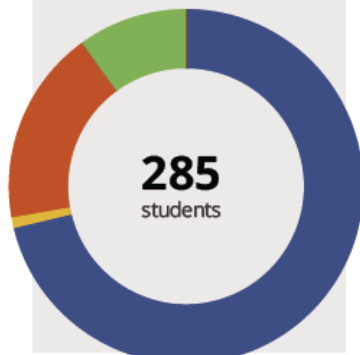
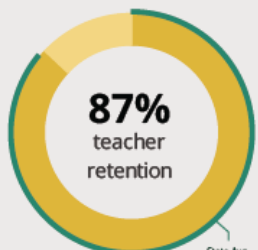
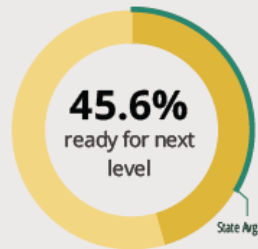
POPLAR GROVE ELEM SCHOOL

208 N STATE ST POPLAR GROVE, IL 61065 9702 (815) 765-3113

Grades: K-4
District: NORTH BOONE CUSD 200

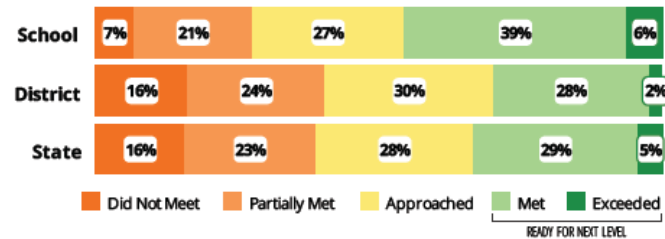
Principal: Mrs. Heather Walsh
Superintendent: Dr. Michael Greenlee

FAST FACTS



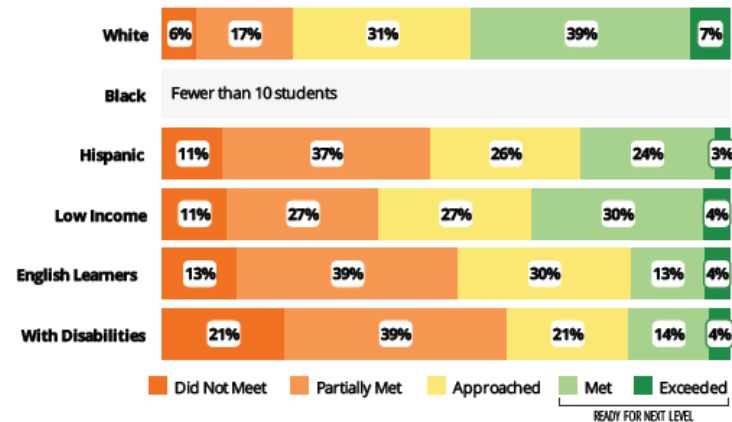
Academic Success

All Illinois students in grades 3-8 take the PARCC assessment each year. High school students take the PARCC in specific Math or English Language Arts (ELA) courses.



Success by Student Group

This display shows PARCC performance levels for each student group. No data is shown for groups with fewer than 10 students.

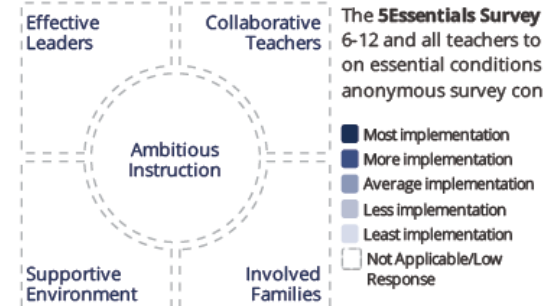


Student Characteristics

White	72%	Low Income	34%
Black	1%	English Learners	13%
Hispanic	18%	With Disabilities	14%
Asian	0%	Homeless	0%
American Indian	0%		
Two or More Races	10%		
Pacific Islander	0%		

School Environment

The **5Essentials Survey** allows students in grades 6-12 and all teachers to share their perspectives on essential conditions for learning. The anonymous survey consists of 5 components.



Response Rates

Students	-
Teachers	59%

Effective Leaders

Do principals and teachers implement a shared vision for success?

Collaborative Teachers

Do teachers collaborate to promote professional growth?

Ambitious Instruction

Are the classes challenging and engaging?

Supportive Environment

Is the school safe, demanding, and supportive?

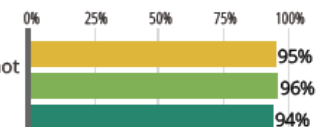
Involved Families

Does the entire staff build strong external relationships?

Student Attendance and Mobility

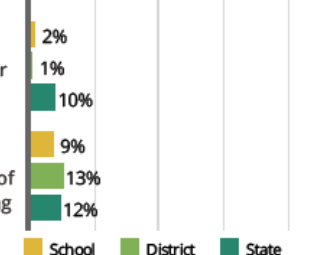
Attendance Rate

Rate at which students are present at school, not including excused or unexcused absences



Chronic Truancy Rate

Percentage of students who have been absent without valid reasons for 5% or more of regular school days



Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates



School Highlights

Academic Courses

Elementary Art, Elementary Music, Summer School, Title 1 Programs

Career Development Courses and Programs

Physical Education, Health and Wellness

Elementary PE, Health Education Courses, Nutrition

Athletics

Other Programs and Activities

Before School Care, Character Education, Family Nights, Parent Associations, Reading Clubs, Safety Patrol

School Personnel Resources

Paraprofessional, Reading Teacher, School Nurse, Special Education Teacher, Speech/Language Paraprofessional

School Awards

Behavior Incentive Awards, Perfect Attendance Award, Principal's Award

Facilities

District Finance

Instructional Spending per Pupil includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.



Operational Spending per Pupil includes all costs for overall operations in this school's district, including Instructional Spending, but excluding summer school, adult education, capital expenditures, and long-term debt payments.



Educator Measures

This school has had **4 principal(s)** over the past 6 years. In the last three years, an average of **87% of teachers** return to this school each year.

School Improvement

Top Priority Indicators and Action Plans

Leadership



Rising Star Indicators

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

The principal monitors curriculum and classroom instruction regularly.

The principal celebrates individual, team, and school successes, especially related to student learning outcomes throughout the year.

Action Plan

Grade level teams meet monthly with the principal to discuss curriculum, student data, and classroom instruction.

The principal continues announcing successes in the classroom once a week in the Monday Memo.

Professional Development



Rising Star Indicators

Professional development for the whole faculty includes assessment of strengths and areas in need of improvement

from classroom observations of indicators of effective teaching.

Action Plan



Each grade level attends one conference of interest per year.

Staff completes building level survey that will drive professional development in the building the following year.

Professional development focuses on weaknesses shown in MAP or PARCC data.

Aligned Instruction-Curriculum



Rising Star Indicators

Instructional Teams develop standards-aligned units of instruction that promote academic, physical, social, emotional, and behavioral development.

Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Units of instruction include standards-based objectives and criteria for mastery.

Action Plan



Curriculum maps need to be created for Social Studies and Science. ELA curriculum maps need to be revised and updated. Grade levels need to identify weaknesses in the maps and support material needs to be purchased.

Standard based objectives need to be added to the maps.

Grade level teams need time to meet and discuss curriculum.

Instruction



Rising Star Indicators

All teachers establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels.

All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

All teachers utilize high-quality questions and provide adequate time for student response.

Action Plan



Teachers have question starter cards to promote higher level questions.

Lessons are differentiated to meet the needs of the students. Students that are not performing at proficient levels need to be identified and addressed through the RTI process.

Grade level teams need time to meet and discuss curriculum.

Assessment



Rising Star Indicators

Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

The Leadership Team monitors school-level student learning data.

Unit pretest and posttest results are reviewed by the Instructional Team.

Action Plan



Leadership meets with grade levels to discuss student learning data learners? Are the interventions working?

quarterly. Are students growing as

Tests results are submitted and reviewed to identify who needs RTI services.

Yearly goals need to be created for each grade level.

Data wall will be created to provide a visual representation of student progress based on key indicators, such as reading, attendance, and discipline. They will be used to provide an interactive display of data; demonstrate change over time; and introduce accountability to the building.

Community and Family Engagement



Rising Star Indicators

The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home."

All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives.

The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement.

Action Plan



Surveys offered for parents to fill out during school events. On these critiques and suggestions for improvements.

surveys the parents can give

Literacy and Mathematics night hosted by the students is offered during the school year.

Curriculum is presented at meet the teacher night.

Principal will hold monthly/bi-monthly meetings (Ex. Coffee and Conversation with the Principal) to discuss issues relevant to key stakeholders (parents, students, community members).

Conditions for Learning



Rising Star Indicators

The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs.

The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students .

Action Plan



An RTI system is established to identify students that are struggling in Math
be identified/purchased.

and Science. RTI materials need to

PBIS needs to promote positive behavior by more student recognition events.

Poplar Grove Elementary School Improvement Goals

Goal 1

The school environment will be safe, welcoming, and conducive to learning.

Goal 2

Communication with parents about school expectations and the importance of the “curriculum of the home” will occur regularly and clearly.

Goal 3

Teachers and administrators will continue to align and implement school curriculum based on best practices.

Goal 4

Educators will continue academic improvement in English Language Arts and Mathematics by increasing differentiated instruction to best meet the needs and learning styles of the students.

School Discipline Plan

Eagle Eye Program

Our Positive Behavior Support philosophy is structured to teach students what behavior we expect them to exhibit, reinforce their positive choices, and use discipline interventions when necessary. We believe students should feel SAFE when they are at school and understand it is difficult to learn when another student does or says something that creates an unsafe environment.

Behavior Matrix

PGE Behavior Expectation Matrix

PGE Behavioral Expectations Matrix	Be Respectful	Be Responsible	Be Safe
Classroom	<ul style="list-style-type: none"> • Raise your hand to speak • Listen to and follow direction 	<ul style="list-style-type: none"> • Come to class prepared and ready to learn • Bring your red folder daily 	<ul style="list-style-type: none"> • Keep to your own personal space • Use materials and supplies properly
Hallway	<ul style="list-style-type: none"> • Walk quietly • Enjoy projects and art work with eyes only 	<ul style="list-style-type: none"> • Walk single file on the right side of the hallway • Obey the stop signs 	<ul style="list-style-type: none"> • Keep hands and feet to yourself
Bathroom	<ul style="list-style-type: none"> • Allow for the privacy of others 	<ul style="list-style-type: none"> • Be quick, quiet, and clean 	<ul style="list-style-type: none"> • Use the bathroom properly
Lunchroom	<ul style="list-style-type: none"> • Use indoor voices • Be polite • Listen to the adults 	<ul style="list-style-type: none"> • Keep your table area clean • Throw trash in garbage can 	<ul style="list-style-type: none"> • Remain seated at your table until excused • Walk
Playground	<ul style="list-style-type: none"> • Listen to adults • Play fair 	<ul style="list-style-type: none"> • Use and return equipment properly • Dress for the weather 	<ul style="list-style-type: none"> • Stay in designated areas • Be alert
Bus	<ul style="list-style-type: none"> • Listen to the bus driver • Use quiet voices and be polite 	<ul style="list-style-type: none"> • Be on time • Take care of your own belongings 	<ul style="list-style-type: none"> • Stay in your seat • Face forward • Keep to your own personal space

Three School Rules

BE RESPECTFUL
BE RESPONSIBLE
BE SAFE

Poplar Grove staff will:

Teach students what it means to be safe, respectful, and responsible in all school areas. During the first two weeks of school, students will be taught expectations for different areas of the school and will practice appropriate behavior. Reinforce and encourage appropriate behavior. On a daily basis, students can earn "Eagle Eyes." Students earn an Eagle Eye when a staff member notices them being safe, respectful or responsible. There will be many instances when students will receive verbal praise instead of an Eagle Eye. Eagle Eyes will be given to students by all staff members as they recognize PBIS behaviors. If a student is not safe, respectful, or responsible, a variety of interventions will be used. These may include: verbal reminders, re-teaching expectations, and reinforcing positive choices; Minor incident forms will be completed for minor behavior concerns. Parents may be notified at this step. Office referrals will be given to students who do not respond or if their misbehavior is serious. The principal will handle any situation of this nature.

Discipline:

Minor Infraction forms are used to document problem behaviors and re-teach the expectation. Each minor behavior must be documented on a minor infraction form and parent contact must be made. After three (3) minors for misbehavior, the next incident goes on a referral with the three (3) minors attached. Major behaviors are documented on a referral.

PGE Eagle Eye Incentives

Each teacher will be given Eagle Eye Tickets to distribute to students demonstrating positive behavior as defined in the behavior matrix. Students will be able to trade in Eagle Eye Tickets to purchase items from the Eagle's Nest. They also can save their Eagle Eyes for a big ticket Items.