



ACIP

Pine Grove School

Baldwin County Board of Education

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Pine Grove School is one of twenty-six public elementary schools in Baldwin County with an average enrollment of 515 students. Our school consists of grades kindergarten through sixth with two Pre-Kindergarten classes. The school's demographic profile is 43% white, 45% black, 4% hispanic and 8% other . The school is located in an economically depressed rural community. The school is located 200 yards east of Bay Minette city limits on Pine Grove Road in Pine Grove, Alabama. It serves an unincorporated community in Baldwin County. The school's enrollment decreased dramatically in 2010 however, the enrollment has since steadily increased. One unique feature about the school is that it is a small town school. Many families are deeply rooted in the community. A vast majority of the community is related to one another; therefore, creating a strong bond of family and community support for the school is one of our goals.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Pine Grove School is to provide an atmosphere in which students can become lifelong learners, as well as productive members of society. We will achieve this by providing a safe, positive, and academically rich learning environment. We emphasize and practice the 3 R's: Be Respectful, Be Responsible, and Be Resourceful, as well as the 7 Habits of Highly Effective People. The beliefs of Pine Grove School are: Every student can learn, every student has worth and deserves to be treated with dignity and respect, every student has a right to a safe and nurturing environment, every student's strengths and differences must be recognized and respected, every student is responsible and accountable for his/her own actions, and education is a shared responsibility among administrators, students, teachers, parents, and the community. Our motto is "Growing with a purpose from the inside out."

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Pine Grove School offers an After School Care Program for the 2018-2019 school year. The students are exposed to numerous activities including the arts. Activities include guitar lessons, painting/art projects, field trips, and summer camps.

Pine Grove has recently expanded its Pre-K program to include both a Title I classroom and an OSR classroom serving 36 students. Our school also provides a tutoring program, through our Title I funds, for Kg-6th graders. Students that struggle in Math and Reading are provided additional resources and intervention that is correlated with the state standards and county curriculum.

One of our school's goals for the next three years includes full implementation of the Leader in Me program. The Leader in Me is a whole school transformation model that acts like the operating system of a computer -- it improves performance of all other programs. Based on The 7 Habits of Highly Effective People, The Leader in Me produces transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. Better yet, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st century economy.

Another goal includes the transformation of the physical appearance of the inside of our school. We plan to saturate the halls with student created artwork, class work, goals, and visions for Pine Grove School. We want our school to be visually appealing, as well as, motivating for all students, staff members, and guests.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Pine Grove School is under new leadership. The needs of our school are extensive and are still being assessed and addressed in a timely manner. The goals and visions for Pine Grove's future are being planned and implemented. Change should be gradual and completed at a steady, careful pace in order to be successful. The positive changes that have occurred, have begun building a bridge of trust between the community and the school. The building of student and teacher leaders has begun to transform the school culture in a positive way. Incentive plans have already been implemented and big plans are in store to continue positivity at Pine Grove School.

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Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Principal, Donnashale Bruister, Assistant Principal, Richard Paul, Reading Specialist, Michele Rigby and Curriculum Leader, Sonda Justice will lead the ACIP team in the development and implementation of the goals and plans. Each grade level at Pine Grove is represented by the designated chairperson, the special education chairperson, and administration make up the school-wide portion of the school ACIP team. The PTO president, parents and community business partners serve on our committee and will provide input. At the initial meeting, the committee completed the PGS self-assessment. The team, led by the principal reviewed and revised the academic and behavioral goals for the 2018-2019 school year. Future dates have been set throughout the year to meet, review progress, and plan future agenda items. Goals and plans will be monitored throughout the year, notes to be submitted often and adjusted accordingly.

All stakeholders were invited to attend our Title I annual meeting in which our Assistant Principal, Richard Paul, facilitated.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All grade levels are represented:

Responsible for providing grade level feedback and suggestions for grade level interventions.

Special Education:

Responsible for providing feedback specific to special education programs and the progress of students.

Administration:

Responsible for calculating and developing school-wide academic and behavioral goals. Implementing and supervising teachers and staff to ensure all programs are being developed and executed as stated in the CIP. Responsible for finalizing and overseeing the Title I budget.

Reading Specialist:

Responsible for locating and implementing research based reading strategies and monitoring student progress.

Counselor:

Responsible for developing character education and leadership programs.

Parents and Community Representatives:

Providing feedback on the needs of the community and expressing the concerns of the parents.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The improvement plan will be shared with the entire faculty at the November faculty meeting once plan is complete. Teams/committees will develop next steps for implementation of the reading, math, and behavior goals. The goals and plans will also be shared at the November PTO meeting and our PTO representative will gather feedback and ideas for implementing the parental involvement goal.

Additionally, the goals and plans for Pine Grove Elementary will be available on the school's website for community/parent access and a hard copy is always accessible in our front office, media room and principal's office.

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Student Performance Diagnostic

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Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|--------------------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | At Pine Grove School we have incorporated several professional development activities for teachers, provided CCRS materials that include county created pacing guides that defend CCRS digital resources, and formative assessments to monitor and provide a pacing standard for the CCRS standards are taught in a timely manner. Pine Grove students are assessed using DIBELS Next (K-2), Scantron Performance Series (K-6) and Scantron Achievement Series (K- 6th). | Student Performance Data |

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Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 1. | Assessment Quality | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected. | Level 3 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 4. | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps. | Level 1 |

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Based on the average score of the Spring Performance Series for each grade level we have an average of 25% of students in Reading and 20% of students in math scoring in Quartile 3 & 4.

Describe the area(s) that show a positive trend in performance.

Based on Spring Scantron Performance Series Test

Students in grades 3rd and 4th are the grade levels with the most students in quartiles 3 and 4 for reading.

- 4th grade 32.9% were in quartiles 3 & 4
- 3rd grade 30.4 were in quartiles 3 & 4

Students in grades K and 3 are the grade levels with the most students in quartiles 3 and 4 for math.

- K grade 30.5% were in quartiles 3 & 4
- 3rd grade 27.9% were in quartiles 3 & 4

Which area(s) indicate the overall highest performance?

Long Passage is the unit that has the highest average score (2497) in reading.

Algebra is the unit that has the highest average score (2293) in math.

Reading

- 1st-Text Comprehension (1798)
- 2nd-Long Passage (2130)
- 3rd-Long Passage (2309)
- 4th-Long Passage (2501)
- 5th-Fiction (2596)
- 6th-Non Fiction (2684)

Math

- 1st- Data Analysis and Probability (1943)
- 2nd- Number and Operations (2121)
- 3rd- Data Analysis and Probability (2328)
- 4th- Data Analysis and Probability (2383)
- 5th- Geometry (2466)

6th-Measurement (2533)

Long Passage is a strength across grade levels 3rd through 4th. Data Analysis and Probability is a strength across grade levels 1st, 3rd and 4th.

Which subgroup(s) show a trend toward increasing performance?

According to the Spring Scantron Performance Series, White, Hispanic, American Indian and Gifted subgroups showed a trend toward increasing performance in reading. Gifted students showed the greatest difference from All Students in reading. This was a gain of 276.5

According to the Spring Scantron Performance Series, White, Hispanic, Gifted, and American Indian subgroups showed a trend toward increasing performance in math. American Indian students showed the greatest difference from All Students in math. This was a gain of 279.4.

Between which subgroups is the achievement gap closing?

For Reading:

Hispanic = 109.7

American Indian = 7.5

White = 111.5

Gifted = 276.5

For Math:

American Indian = 279.4

White = 71.4

Gifted = 276.0

Hispanic = 7.1

Which of the above reported findings are consistent with findings from other data sources?

This is the first year that Performance Series has been administered as an ALSDE State Assessment. Performance Series is different from other assessments as it does not assess in the same manner as district and school assessments or other outside assessment sources.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The average score for each grade for the Fall Reading Performance Series are:

1st 1859
2nd 2085
3rd 2273
4th 2480
5th 2577
6th 2649

The average score for each grade for the Fall Math Performance Series are:

1st 1909
2nd 2070
3rd 2267
4th 2368
5th 2437
6th 2500

Describe the area(s) that show a negative trend in performance.

There is not an established trend. The baseline will serve to be useful as BCBE administers Performance Series as an ALSDE State Assessment.

Percentage of students in Quartile 1 & Quartile 2 in Reading:

1st = 75.9
2nd = 72.8
3rd = 70.6
4th = 67.1
5th = 73.9
6th = 73.0

First grade is the grade level with most students in Quartile 1 and Quartile 2.

Percentage of students in Quartile 1 & Quartile 2 in Math:

1st = 78.3
2nd = 91.5
3rd = 72.1
4th = 74.6
5th = 76.8
6th = 81.0

Which area(s) indicate the overall lowest performance?

Vocabulary showed the least attainment for the school overall with a scaled score of 2442.

The following units had the lowest scale score for each grade level in reading:

1st-phonics=1820

2nd-vocabulary=2056

3rd-vocabulary=2249

4th-non-fiction = 2456

5th-long passage = 2553

6th-vocabulary = 2637

The following units had the lowest scale score for each grade level in math:

1st-numbers & operation=1885

2nd-measurement = 2021

3rd-geometry=2240

4th-measurement=2336

5th-measurement=2410

6th-data analysis and probability = 2474

Numbers and operations show the lowest unit.

Which subgroup(s) show a trend toward decreasing performance?

Black/African American, Multi Race, Economically Disadvantaged and Special Education are the subgroups trending toward decreasing performance in Reading.

The underperforming subgroups showing the greatest difference from All Students include Multi Race (-85.9), Black/African American (-106.5) Special Education (-232.5) and Economically Disadv.(-43.5).

Black/African American, Multi Race, Economically Disadvantaged and Special Education are the subgroups trending toward decreasing performance in Math.

The underperforming subgroups showing the greatest difference from All Students include Multi Race (-8.0), Black/African American (-74.4) Special Education (-55.3) and Economically Disadv.(-26.4).

Between which subgroups is the achievement gap becoming greater?

The following subgroups are underperforming in Reading:

Black/African American -106.5

Economic Disadvantaged -43.5

Special Education -232.5

Multi Race - 85.9

The following subgroups are underperforming in Math:

Black/African American -74.4

Economic Disadvantaged -26.4

Special Education -55.3

Multi-race -8.0

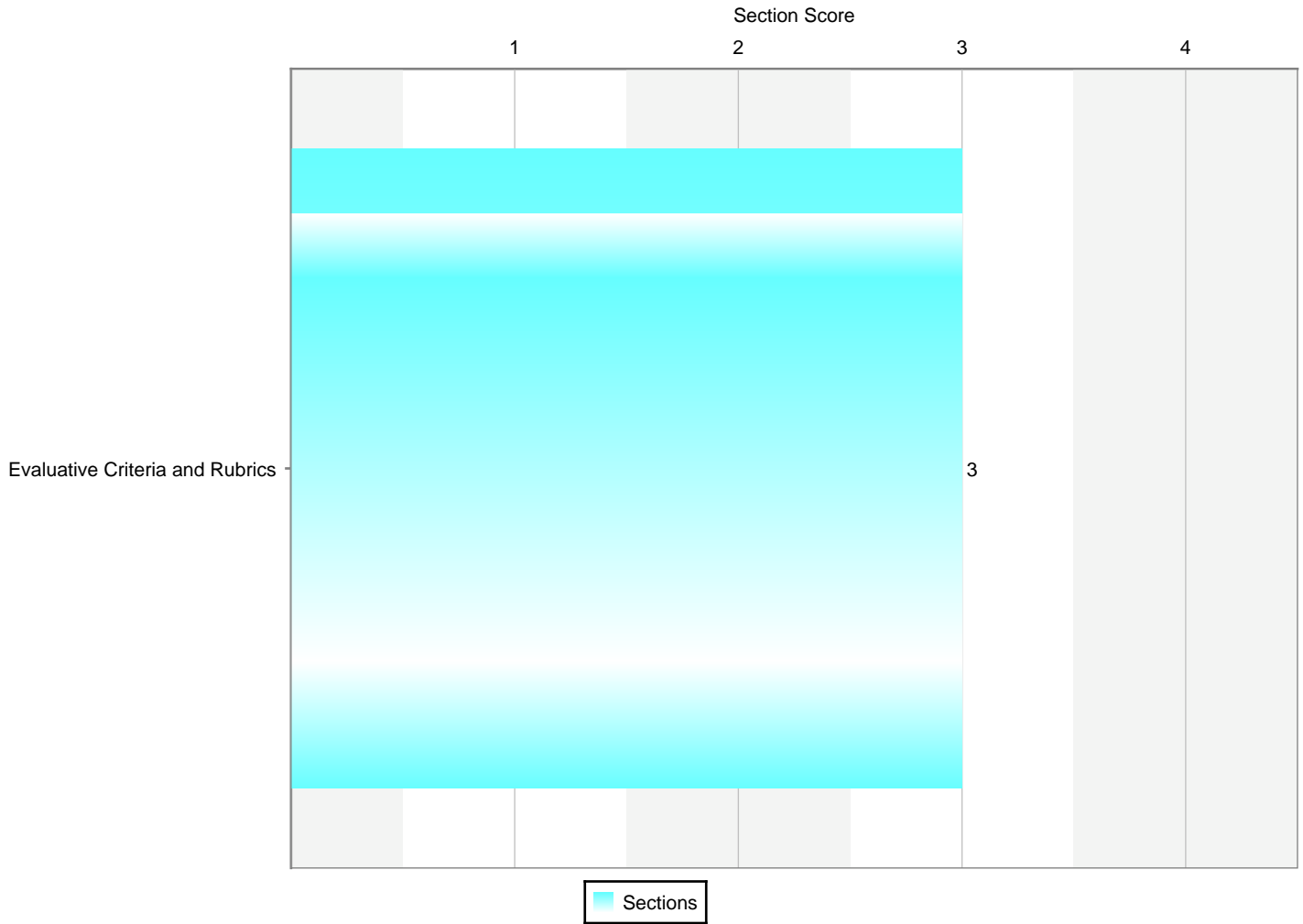
Which of the above reported findings are consistent with findings from other data sources?

This is the first year that Performance Series has been administered as an ALSDE State Assessment. Performance Series is different from other assessments as it does not assess in the same manner as district and school assessments or other outside assessment sources.

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Report Summary

Scores By Section



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ACIP Assurances

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Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

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ACIP Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|--------------------------------------|
| 1. | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | | Parental Involvement Meeting Sign In |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|-------------------------|
| 2. | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes | Pine Grove Elementary abides by the Baldwin County Board of Education Policies and Procedures in regards to the above references. | Anti-Harassment Sign In |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 3. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Donnashale Bruister 43980 Pine Grove Road Bay Minette, AL 36507 2521-937-0453 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|---------------|
| 4. | The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically. | Yes | Parent compact is included in outlining plans and goals. Ways to improve parent involvement as academic partners are Title I meetings and Quarterly PTO meetings. | 18-19 Compact |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|--|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students. | Yes | The PGS School-Parent Compact is attached. The annual fall Title I parent meeting was held on September 17, 2018. The purpose of the meeting was to share information about the compact and ways to help all children succeed. The meeting provided information of how parents can become involved. Their voices are expected and were encouraged during the meeting. Title I funding for the school was discussed. | Title I Meeting Documentation Title I Meeting Slide Presentation 18-19 Compact |

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2018-2019 Goals

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Overview

Plan Name

2018-2019 Goals

Plan Description

Culture, Reading and Math

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Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|--|----------------|---------------|
| 1 | All students at Pine Grove Elementary will show an increase in Reading Scores. | Objectives: 1 Strategies: 2 Activities: 10 | Organizational | \$154543 |
| 2 | All students at Pine Grove Elementary will show an increase in Math Scores | Objectives: 1 Strategies: 2 Activities: 6 | Organizational | \$142074 |
| 3 | Establish a method for increasing the level of communication with Pine Grove Elementary School parents and stakeholders. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 4 | Students will understand self-worth | Objectives: 1 Strategies: 3 Activities: 3 | Organizational | \$3700 |

Goal 1: All students at Pine Grove Elementary will show an increase in Reading Scores.

Measurable Objective 1:

demonstrate a proficiency in reading by showing a 2% decrease in those students represented in the Below Average Quartile by 05/24/2019 as measured by Performance Series Data.

Strategy 1:

Data Driven Instruction - Differentiated instruction will be used with all students plus Tier II and Tier III intervention as determined through assessing data. Teachers, Counselor, Reading Specialist, interventionists and Administrators will use data from Compass/Scantron, Accelerated Reader, Formative Assessments, DIBELS and teacher knowledge to determine appropriate skills and strategies to maximize each students growth.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Using Data To Guide Instruction and Improve Student Learning: Published in SEDL Letter Volume XII, Number 21, Linking Research and Practice.

| Activity - Title I Interventionist | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|--------------------|---|
| 4 19 hour interventionist are being utilized to support Tier III small group instruction to attain the academic reading goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the administration of the 2017-2018 Scantron Performance Series Test. 3 Interventionists started in August with the fourth starting in October. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$40820 | Title I Schoolwide | Interventionist , Administration |
| Activity - ESGI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Academic Support Program, Direct Instruction | 10/02/2017 | 05/25/2018 | \$596 | Title I Schoolwide | Kindergarten teachers, Administration , Reading Coach |

Strategy 2:

Explicit Instruction through Strategic Teaching - Before-during-after purpose and strategies, college and career ready standards embedded into project based learning units, scaffold instruction, close read method to analyze text, building stamina through independent reading and making connections among texts are strategies teachers will use for students to learn to comprehend informational texts.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: McLaughlin, M., & Allen, M.B. (2009). Guided comprehension in grades 3-8. Newark, DE: International Reading Association

Richardson, J. (2016). The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader, Grades K-8. Scholastic.

| Activity - DIBELS Next | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Pine Grove School

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|--|--|-------------------|-----------------|--------------------------|--------------------------|---|
| DIBELS Next progress monitoring allows teachers to gain better knowledge of interferences for instructional purposes. This will assist in reaching our reading goal of increasing proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$832 | Title I Schoolwide | Classroom teachers, Reading Coach, Administration |
| Activity - SPIRE | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Spire will allow teachers to provide reading intervention and allows for progress monitoring of students. This program also provides assistance for those students struggling with dyslexia. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$4077 | Title I Schoolwide | Classroom Teachers, Reading Coach, Administration |
| Activity - Title I Teacher and Paraprofessional | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in third grade and kindergarten. | Academic Support Program, Direct Instruction | 08/07/2017 | 05/29/2018 | \$96368 | Title I Schoolwide | Kindergarten Teacher, Paraprofessional, Administration |
| Activity - Scholastic Guided Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The use of Scholastic Guided Reading Library and Assessment kits will be used to differentiate instruction for students on multiple grade levels to help reach our reading goal of increasing proficiency. | Academic Support Program, Direct Instruction | 08/21/2017 | 05/25/2018 | \$0 | Other | Reading Specialist, Administration, grade level teachers. |
| Activity - Tiered Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Academic Support Program, Direct Instruction | 08/21/2017 | 05/25/2018 | \$0 | No Funding Required | Reading Specialist, Classroom Teacher |
| Activity - Accelerated Reader | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| This program will be utilized to determine performance levels of students and to progress monitor their improvements throughout the year. | Academic Support Program | 10/16/2017 | 05/25/2018 | \$7500 | Title I Schoolwide | Teachers |
| Activity - Moby Max | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

| | | | | | | |
|--|--------------------------------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Academic Support Program, Technology | 08/21/2017 | 05/25/2018 | \$1295 | State Funds | Classroom Teachers |
| Activity - STEMSCOPES | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| STEMscopes curriculum kits were purchased to supplement the curriculum provided by the county to provide students with the materials needed to complete hands on experiments in the classroom. | Direct Instruction | 09/11/2017 | 05/25/2018 | \$3055 | Title I Schoolwide | Classroom Teachers |

Goal 2: All students at Pine Grove Elementary will show an increase in Math Scores

Measurable Objective 1:

demonstrate a proficiency by showing a 2% decrease in the number of students represented in the Below Average Quartile by 05/24/2019 as measured by Scantron Performance Series test.

Strategy 1:

College and Career Ready Standards Math Implementation - Teachers will be trained to better implement the CCRS Math Standards while following our county's pacing guide.. This will be done through various professional development opportunities and the use of CCRS implementation and instructional materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A Research & Policy Brief Generating Teaching Effectiveness: The Role of Job Embedded Professional Learning in Teacher Evaluation May 2012.

| | | | | | | |
|---|--------------------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Activity - Title I Interventionist | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| 4 19 hour interventionists are being utilized to support Tier II small group instruction to attain the academic math goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the Scantron Performance Series Test. 3 Intervention teachers began on the first week of school and the fourth will begin in October. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$40820 | Title I Schoolwide | Interventionist, Administration |
| Activity - Title I Teacher and Paraprofessional | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in Kindergarten and Third grade. | Direct Instruction | 08/07/2017 | 05/29/2018 | \$96368 | Title I Schoolwide | Third grade Teacher, Paraprofessional and Administration |
| Activity - Tiered Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

| | | | | | | |
|--|--|------------|------------|-----|---------------------|---|
| Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Academic Support Program, Direct Instruction | 08/21/2017 | 05/25/2018 | \$0 | No Funding Required | Classroom Teachers and Reading Specialist |
|--|--|------------|------------|-----|---------------------|---|

Strategy 2:

Integrating Technology - Project Based Learning in Mathematics, when completed as teams, helps learners "model with mathematics" as they "apply the mathematics they know to solve problems arising in everyday life, society, and the workplace, "use tools strategically", and "construct viable arguments and critique the reasoning of others," as noted in the College and Career Ready Standards (2010) for Mathematical Practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards. (2010). Standards for Mathematical Practice. Retrieved from <http://www.corestandards.org/Math/Practice>

| Activity - Reflex Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|--------------------|--------------------|
| Reflex math is an online source we integrate during math instruction. The program is used to help students become fluent and proficient in their math facts helping to attain our math goal of increased proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$2995 | Title I Schoolwide | Classroom teachers |

| Activity - Moby Max | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------------|------------|------------|-------------------|-------------------|--------------------|
| Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Academic Support Program, Technology | 08/21/2017 | 05/25/2018 | \$1295 | State Funds | Classroom Teachers |

| Activity - ESGI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|--------------------|--|
| ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Academic Support Program, Direct Instruction | 10/02/2017 | 05/25/2018 | \$596 | Title I Schoolwide | Kindergarten Teachers, Administration, Reading Coach |

Goal 3: Establish a method for increasing the level of communication with Pine Grove Elementary School parents and stakeholders.

Measurable Objective 1:

collaborate to devise a means to reach a higher number of parents and school stakeholders through communication services by 05/07/2018 as measured by the increase in numbers of parents/stakeholders receiving communication from Pine Grove Elementary between 2017 and 2018..

Strategy 1:

Communication Network - Parents and stakeholders will receive communication using School Messenger that will include phone calls, emails, and text messages. Emails will also include links to videos and websites, thus providing quick access to a broad range of information pertinent to the school and educational services in general.

Category: Develop/Implement Student and School Culture Program

Research Cited: Local

| Activity - School Messenger | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------------|------------|-------------------|---------------------|--|
| Parents and stakeholders will receive communication using School Messenger that will include phone calls, emails, text messages. Emails will also include links to videos and websites, thus providing quick access to a broad range of information pertinent to the school and educational services in general. | Community Engagement | 08/08/2017 | 05/07/2018 | \$0 | No Funding Required | Principal, Assistant Principal, Teachers, Office Staff |

Goal 4: Students will understand self-worth**Measurable Objective 1:**

collaborate to to work with the students of Pine Grove to better understand their self-worth and believe in themselves by 05/23/2019 as measured by Measurable Results Survey .

Strategy 1:

Social/Emotional Toolbelt - Teachers will be provided Professional Development to equip them with strategies to provide them with the social and emotional help.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - Leader In Me Symposium | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|--------------------|-----------------------------------|
| Teachers will learn how to empower students, live the 7 habits and be accountable for ones self. | Professional Learning | 01/08/2019 | 01/11/2019 | \$3700 | Title I Schoolwide | Administration and selected staff |

Strategy 2:

Mission Statement - The school leadership team will work together to develop a school mission statement to promote a positive culture throughout the school. Our Mission Statement is, "Growing with a purpose from the inside out."

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

ACIP

Pine Grove School

| Activity - Leadership PD of Measurable Results Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|------------------------|
| Leadership Team provided a PD to the faculty to view and discuss the results of the MRA Surveys conducted during May of the previous school year. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 | No Funding Required | School Leadership Team |

Strategy 3:

First 8 Days - Teachers will implement Leader In Me values throughout the first 8 days of school to promote and grow a positive culture throughout the school in the beginning.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - First 8 Days | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| The Leadership Team presented to the faculty and staff the First 8 Days curriculum and walked them through how lessons should look. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 | No Funding Required | Leadership Team |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------|--|--|------------|------------|-------------------|---|
| Scholastic Guided Reading | The use of Scholastic Guided Reading Library and Assessment kits will be used to differentiate instruction for students on multiple grade levels to help reach our reading goal of increasing proficiency. | Academic Support Program, Direct Instruction | 08/21/2017 | 05/25/2018 | \$0 | Reading Specialist, Administration, grade level teachers. |
| Total | | | | | \$0 | |

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|---|--------------------------------------|------------|------------|-------------------|--------------------|
| Moby Max | Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Academic Support Program, Technology | 08/21/2017 | 05/25/2018 | \$1295 | Classroom Teachers |
| Moby Max | Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Academic Support Program, Technology | 08/21/2017 | 05/25/2018 | \$1295 | Classroom Teachers |
| Total | | | | | \$2590 | |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------------------|--|--------------------|------------|------------|-------------------|--|
| Title I Teacher and Paraprofessional | Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in Kindergarten and Third grade. | Direct Instruction | 08/07/2017 | 05/29/2018 | \$96368 | Third grade Teacher, Paraprofessional and Administration |
| STEMSCOPES | STEMscopes curriculum kits were purchased to supplement the curriculum provided by the county to provide students with the materials needed to complete hands on experiments in the classroom. | Direct Instruction | 09/11/2017 | 05/25/2018 | \$3055 | Classroom Teachers |

ACIP

Pine Grove School

| | | | | | | |
|--------------------------------------|--|--|------------|------------|---------|--|
| Reflex Math | Reflex math is an online source we integrate during math instruction. The program is used to help students become fluent and proficient in their math facts helping to attain our math goal of increased proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$2995 | Classroom teachers |
| DIBELS Next | DIBELS Next progress monitoring allows teachers to gain better knowledge of interferences for instructional purposes. This will assist in reaching our reading goal of increasing proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$832 | Classroom teachers, Reading Coach, Administration |
| SPIRE | Spire will allow teachers to provide reading intervention and allows for progress monitoring of students. This program also provides assistance for those students struggling with dyslexia. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$4077 | Classroom Teachers, Reading Coach, Administration |
| Leader In Me Symposium | Teachers will learn how to empower students, live the 7 habits and be accountable for ones self. | Professional Learning | 01/08/2019 | 01/11/2019 | \$3700 | Administration and selected staff |
| ESGI | ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Academic Support Program, Direct Instruction | 10/02/2017 | 05/25/2018 | \$596 | Kindergarten teachers, Administration , Reading Coach |
| ESGI | ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Academic Support Program, Direct Instruction | 10/02/2017 | 05/25/2018 | \$596 | Kindergarten Teachers, Administration , Reading Coach |
| Title I Interventionist | 4 19 hour interventionist are being utilized to support Tier III small group instruction to attain the academic reading goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the administration of the 2017-2018 Scantron Performance Series Test. 3 Interventionists started in August with the fourth starting in October. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$40820 | Interventionist , Administration |
| Title I Interventionist | 4 19 hour interventionists are being utilized to support Tier II small group instruction to attain the academic math goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the Scantron Performance Series Test. 3 Intervention teachers began on the first week of school and the fourth will begin in October. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$40820 | Interventionist , Administration |
| Accelerated Reader | This program will be utilized to determine performance levels of students and to progress monitor their improvements throughout the year. | Academic Support Program | 10/16/2017 | 05/25/2018 | \$7500 | Teachers |
| Title I Teacher and Paraprofessional | Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in third grade and kindergarten. | Academic Support Program, Direct Instruction | 08/07/2017 | 05/29/2018 | \$96368 | Kindergarten Teacher, Paraprofessional, Administration |

Total

\$297727

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|--|------------|------------|-------------------|--|
| Leadership PD of Measurable Results Assessment | Leadership Team provided a PD to the faculty to view and discuss the results of the MRA Surveys conducted during May of the previous school year. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 | School Leadership Team |
| Tiered Instruction | Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Academic Support Program, Direct Instruction | 08/21/2017 | 05/25/2018 | \$0 | Reading Specialist, Classroom Teacher |
| Tiered Instruction | Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Academic Support Program, Direct Instruction | 08/21/2017 | 05/25/2018 | \$0 | Classroom Teachers and Reading Specialist |
| First 8 Days | The Leadership Team presented to the faculty and staff the First 8 Days curriculum and walked them through how lessons should look. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 | Leadership Team |
| School Messenger | Parents and stakeholders will receive communication using School Messenger that will include phone calls, emails, text messages. Emails will also include links to videos and websites, thus providing quick access to a broad range of information pertinent to the school and educational services in general. | Community Engagement | 08/08/2017 | 05/07/2018 | \$0 | Principal, Assistant Principal, Teachers, Office Staff |
| Total | | | | | \$0 | |

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

DRAFT

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | |

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 4.0

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented. | Level 4 |

DRAFT

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

LEADERSHIP

Student Leadership 67.9

Industry and Perseverance 77.7

Staff Social-Emotional Teaching Readiness 86

Modeling Personal Effectiveness 87.4

Modeling Whole Person Wellness 87.4

Family Involvement 80.2

Family Efficacy 85.3

CULTURE

Supportive Environment 75.3

Teacher Expectations 80.1

Student Engagement 74.9

Learning Engagement 77.2

Staff Satisfaction 81

Staff Fulfillment 85.6

ACADEMICS

Teacher Efficacy 78.5

Goal Focus and Achievement 78.8

Student-led Achievement 67

Parent Perception of Student-Led Achievement 78.4

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

This is the first year data has been collected using the Measurable Results Assessment through Leader In Me. There is not enough data to determine a trend.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

There is not other source to compare data with.

DRAFT

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

LEADERSHIP

Student Leadership 67.9

Public Speaking 54.5

Staff Social-Emotional Teaching Readiness 86

Social and Emotional Learning Support 83.6

Family Involvement 80.2

School-family Partnerships in School-Emotional Learning 66.4

CULTURE

Supportive Environment 75.3

Student Empowerment 68.9

Student Engagement 74.9

School Belonging 72.5

Staff Satisfaction 81

Staff Empowerment 76.4

ACADEMICS

Teacher Efficacy 78.5

Instructional Efficacy 78.2

Student-led Achievement 67

Growth Mindset 47.9

Student Motivation 63.9

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

This is the first year data has been collected using the Measurable Results Assessment through Leader In Me. There is not enough data to determine a trend.

What are the implications for these stakeholder perceptions?

In light of the results from the MRA, it has come to our attention that student self-worth (growth mindset and motivation) are low in our population. As a result, we implemented the First 8 Days and Leader In Me strategies to create a positive culture and climate from the students to increase student self worth and promote success.

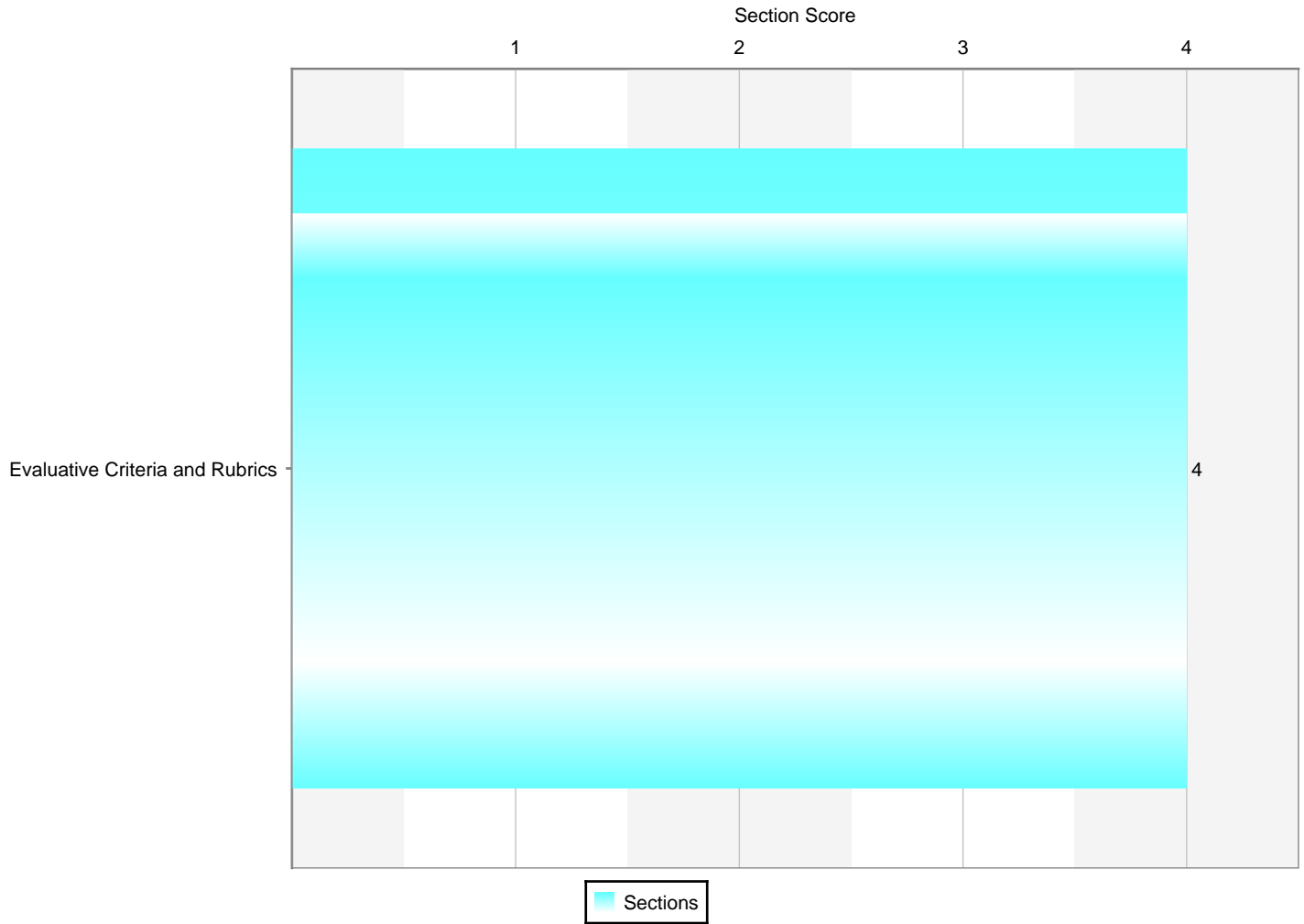
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

There is not other source to compare data with.

DRAFT

Report Summary

Scores By Section



DRAFT

Title I Schoolwide Diagnostic

DRAFT

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

DRAFT

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

A team consisting of Pine Grove administrators, teachers, parents and community members served on the ACIP committee. After reviewing multiple sources of data to determine strengths and weaknesses, team members then worked to develop goals and plans. Throughout the year, Pine Grove's ACIP committee will review implementation of the goals and plans.

The Leadership/ACIP team used the self-assessment/measurable results assessment to reflect on the schools current practices.

What were the results of the comprehensive needs assessment?

As measured by the 2018 Scantron Performance Series Assessment for Reading and Math, results show an overall need for improvement in the areas of reading and math.

Additional school-wide needs of improvement were indicated by survey results of the Measurable Results Assessment. Students self-worth and motivation was indicated to be at low confidence (47.9) for the belief in their ability to grow and improve through hard work. Disruptive student behavior was noted in the areas of classroom management, bus and common areas. The need for cultural and social programs was indicated in these areas to promote student confidence and self-worth.

What conclusions were drawn from the results?

PGE is in need of a reading, math and cultural goal to address the deficiencies in the student performance diagnostic.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

We concluded as a school, we could provide greater communication monthly with parent newsletters and an assessment schedule, PGE will also refine our peer-to-peer coaching program and create a clear vision for instruction based on the four areas of instructional improvement- community building, content planning, instruction, and Assessment for Learning (Unmistakable Impact, Jim Knight, 2011).

How are the school goals connected to priority needs and the needs assessment?

The school goals are based on the needs assessment and were written clearly and concisely to address our schools mission and vision.

How do the goals portray a clear and detailed analysis of multiple types of data?

The goals portray detailed analysis of student performance (school and statewide data), school self-assessment, MRA data, and stakeholder
SY 2018-2019

feedback.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

PGE's reading, math and cultural goals and plans support the whole school population.

PGE students are economically disadvantaged and those performing below grade-level are provided with small group differentiated instruction, rigorous CCRS, Title I interventionists and after school child care.

DRAFT

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

All students at Pine Grove Elementary will show an increase in Reading Scores.

Measurable Objective 1:

demonstrate a proficiency in reading by showing a 2% decrease in those students represented in the Below Average Quartile by 05/24/2019 as measured by Performance Series Data.

Strategy1:

Data Driven Instruction - Differentiated instruction will be used with all students plus Tier II and Tier III intervention as determined through assessing data. Teachers, Counselor, Reading Specialist, interventionists and Administrators will use data from Compass/Scantron, Accelerated Reader, Formative Assessments, DIBELS and teacher knowledge to determine appropriate skills and strategies to maximize each students growth.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Using Data To Guide Instruction and Improve Student Learning: Published in SEDL Letter Volume XII, Number 21, Linking Research and Practice.

| Activity - ESGI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|----------------------------|--|
| ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Academic Support Program Direct Instruction | 10/01/2018 | 05/24/2019 | \$596 - Title I Schoolwide | Kindergarten teachers, Administration, Reading Coach |

| Activity - Title I Interventionist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|---------------------------------|
| 4 19 hour interventionist are being utilized to support Tier III small group instruction to attain the academic reading goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the administration of the 2017-2018 Scantron Performance Series Test. 3 Interventionists started in August with the fourth starting in October. | Academic Support Program | 10/08/2018 | 05/24/2019 | \$41040 - Title I Schoolwide | Interventionist, Administration |

Strategy2:

Explicit Instruction through Strategic Teaching - Before-during-after purpose and strategies, college and career ready standards embedded

into project based learning units, scaffold instruction, close read method to analyze text, building stamina through independent reading and making connections among texts are strategies teachers will use for students to learn to comprehend informational texts.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: McLaughlin, M., & Allen, M.B. (2009). Guided comprehension in grades 3-8. Newark, DE: International Reading Association
Richardson, J. (2016). The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader, Grades K-8. Scholastic.

| Activity - DIBELS Next | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|----------------------------|---|
| DIBELS Next progress monitoring allows teachers to gain better knowledge of interferences for instructional purposes. This will assist in reaching our reading goal of increasing proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$832 - Title I Schoolwide | Classroom teachers, Reading Coach, Administration |

| Activity - Scholastic Guided Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------|---|
| The use of Scholastic Guided Reading Library and Assessment kits will be used to differentiate instruction for students on multiple grade levels to help reach our reading goal of increasing proficiency. | Academic Support Program Direct Instruction | 08/21/2017 | 05/25/2018 | \$0 - Other | Reading Specialist, Administration, grade level teachers. |

| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|--------------------|
| Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Technology Academic Support Program | 08/21/2017 | 05/25/2018 | \$1295 - State Funds | Classroom Teachers |

| Activity - Accelerated Reader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|-------------------|
| This program will be utilized to determine performance levels of students and to progress monitor their improvements throughout the year. | Academic Support Program | 10/16/2017 | 05/25/2018 | \$7500 - Title I Schoolwide | Teachers |

| Activity - Title I Teacher and Paraprofessional | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|--|
| Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in third grade and kindergarten. | Direct Instruction Academic Support Program | 08/06/2018 | 05/24/2019 | \$64264 - Title I Schoolwide | Kindergarten Teacher, Paraprofessional, Administration |

ACIP

Pine Grove School

| Activity - Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---------------------------------------|
| Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Academic Support Program Direct Instruction | 08/21/2017 | 05/25/2018 | \$0 - No Funding Required | Reading Specialist, Classroom Teacher |

| Activity - STEMSCOPES | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|--------------------|
| STEMscopes curriculum kits were purchased to supplement the curriculum provided by the county to provide students with the materials needed to complete hands on experiments in the classroom. | Direct Instruction | 09/11/2017 | 05/25/2018 | \$3055 - Title I Schoolwide | Classroom Teachers |

| Activity - SPIRE | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---|
| Spire will allow teachers to provide reading intervention and allows for progress monitoring of students. This program also provides assistance for those students struggling with dyslexia. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$4077 - Title I Schoolwide | Classroom Teachers, Reading Coach, Administration |

Goal 2:

All students at Pine Grove Elementary will show an increase in Math Scores

Measurable Objective 1:

demonstrate a proficiency by showing a 2% decrease in the number of students represented in the Below Average Quartile by 05/24/2019 as measured by Scantron Performance Series test.

Strategy1:

College and Career Ready Standards Math Implementation - Teachers will be trained to better implement the CCRS Math Standards while following our county's pacing guide.. This will be done through various professional development opportunities and the use of CCRS implementation and instructional materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A Research & Policy Brief Generating Teaching Effectiveness: The Role of Job Embedded Professional Learning in Teacher Evaluation May 2012.

| Activity - Title I Interventionist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---------------------------------|
| 4 19 hour interventionists are being utilized to support Tier II small group instruction to attain the academic math goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the Scantron Performance Series Test. 3 Intervention teachers began on the first week of school and the fourth will begin in October. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$40820 - Title I Schoolwide | Interventionist, Administration |

| Activity - Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---|
| Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Academic Support Program Direct Instruction | 08/21/2017 | 05/25/2018 | \$0 - No Funding Required | Classroom Teachers and Reading Specialist |

| Activity - Title I Teacher and Paraprofessional | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|---|
| Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in Kindergarten and Third grade. | Direct Instruction | 08/07/2017 | 05/29/2018 | \$96368 - Title I Schoolwide | Third grade Teacher, Paraprofessional and Administration. |

Strategy2:

Integrating Technology - Project Based Learning in Mathematics, when completed as teams, helps learners "model with mathematics" as they "apply the mathematics they know to solve problems arising in everyday life, society, and the workplace, "use tools strategically", and "construct viable arguments and critique the reasoning of others," as noted in the College and Career Ready Standards (2010) for Mathematical Practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards. (2010). Standards for Mathematical Practice. Retrieved from

<http://www.corestandards.org/Math/Practice>

| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|--------------------|
| Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Academic Support Program Technology | 08/21/2017 | 05/25/2018 | \$1295 - State Funds | Classroom Teachers |

| Activity - Reflex Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|--------------------|
| Reflex math is an online source we integrate during math instruction. The program is used to help students become fluent and proficient in their math facts helping to attain our math goal of increased proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$2995 - Title I Schoolwide | Classroom teachers |

| Activity - ESGI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|----------------------------|--|
| ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Academic Support Program Direct Instruction | 10/02/2017 | 05/25/2018 | \$596 - Title I Schoolwide | Kindergarten Teachers, Administration, Reading Coach |

Goal 3:

Establish a method for increasing the level of communication with Pine Grove Elementary School parents and stakeholders.

Measurable Objective 1:

collaborate to devise a means to reach a higher number of parents and school stakeholders through communication services by 05/07/2018 as measured by the increase in numbers of parents/stakeholders receiving communication from Pine Grove Elementary between 2017 and 2018..

Strategy1:

Communication Network - Parents and stakeholders will receive communication using School Messenger that will include phone calls, emails, and text messages. Emails will also include links to videos and websites, thus providing quick access to a broad range of information pertinent to the school and educational services in general.

Category: Develop/Implement Student and School Culture Program

Research Cited: Local

| Activity - School Messenger | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------|------------|------------|---------------------------|--|
| Parents and stakeholders will receive communication using School Messenger that will include phone calls, emails, text messages. Emails will also include links to videos and websites, thus providing quick access to a broad range of information pertinent to the school and educational services in general. | Community Engagement | 08/08/2017 | 05/07/2018 | \$0 - No Funding Required | Principal, Assistant Principal, Teachers, Office Staff |

Goal 4:

Students will understand self-worth

Measurable Objective 1:

collaborate to to work with the students of Pine Grove to better understand their self-worth and believe in themselves by 05/23/2019 as measured by Measurable Results Survey .

Strategy1:

First 8 Days - Teachers will implement Leader In Me values throughout the first 8 days of school to promote and grow a positive culture throughout the school in the beginning.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - First 8 Days | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| The Leadership Team presented to the faculty and staff the First 8 Days curriculum and walked them through how lessons should look. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 - No Funding Required | Leadership Team |

Strategy2:

Mission Statement - The school leadership team will work together to develop a school mission statement to promote a positive culture throughout the school. Our Mission Statement is, "Growing with a purpose from the inside out."

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - Leadership PD of Measurable Results Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| Leadership Team provided a PD to the faculty to view and discuss the results of the MRA Surveys conducted during May of the previous school year. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 - No Funding Required | School Leadership Team |

Strategy3:

Social/Emotional Toolbelt - Teachers will be provided Professional Development to equip them with strategies to provide them with the social and emotional help.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - Leader In Me Symposium | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-----------------------------|-----------------------------------|
| Teachers will learn how to empower students, live the 7 habits and be accountable for ones self. | Professional Learning | 01/08/2019 | 01/11/2019 | \$3700 - Title I Schoolwide | Administration and selected staff |

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

All students at Pine Grove Elementary will show an increase in Reading Scores.

Measurable Objective 1:

demonstrate a proficiency in reading by showing a 2% decrease in those students represented in the Below Average Quartile by 05/24/2019 as measured by Performance Series Data.

Strategy1:

Explicit Instruction through Strategic Teaching - Before-during-after purpose and strategies, college and career ready standards embedded into project based learning units, scaffold instruction, close read method to analyze text, building stamina through independent reading and making connections among texts are strategies teachers will use for students to learn to comprehend informational texts.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: McLaughlin, M., & Allen, M.B. (2009). Guided comprehension in grades 3-8. Newark, DE: International Reading Association

Richardson, J. (2016). The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader, Grades K-8. Scholastic.

| Activity - Scholastic Guided Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------|---|
| The use of Scholastic Guided Reading Library and Assessment kits will be used to differentiate instruction for students on multiple grade levels to help reach our reading goal of increasing proficiency. | Direct Instruction Academic Support Program | 08/21/2017 | 05/25/2018 | \$0 - Other | Reading Specialist, Administration, grade level teachers. |

| Activity - Title I Teacher and Paraprofessional | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|--|
| Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in third grade and kindergarten. | Academic Support Program Direct Instruction | 08/06/2018 | 05/24/2019 | \$64264 - Title I Schoolwide | Kindergarten Teacher, Paraprofessional, Administration |

| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|--------------------|
| Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Academic Support Program Technology | 08/21/2017 | 05/25/2018 | \$1295 - State Funds | Classroom Teachers |

| Activity - DIBELS Next | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|----------------------------|---|
| DIBELS Next progress monitoring allows teachers to gain better knowledge of interferences for instructional purposes. This will assist in reaching our reading goal of increasing proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$832 - Title I Schoolwide | Classroom teachers, Reading Coach, Administration |

| Activity - Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---------------------------------------|
| Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Direct Instruction Academic Support Program | 08/21/2017 | 05/25/2018 | \$0 - No Funding Required | Reading Specialist, Classroom Teacher |

| Activity - STEMSCOPES | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|--------------------|
| STEMscopes curriculum kits were purchased to supplement the curriculum provided by the county to provide students with the materials needed to complete hands on experiments in the classroom. | Direct Instruction | 09/11/2017 | 05/25/2018 | \$3055 - Title I Schoolwide | Classroom Teachers |

ACIP

Pine Grove School

| Activity - Accelerated Reader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|-------------------|
| This program will be utilized to determine performance levels of students and to progress monitor their improvements throughout the year. | Academic Support Program | 10/16/2017 | 05/25/2018 | \$7500 - Title I Schoolwide | Teachers |

| Activity - SPIRE | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---|
| Spire will allow teachers to provide reading intervention and allows for progress monitoring of students. This program also provides assistance for those students struggling with dyslexia. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$4077 - Title I Schoolwide | Classroom Teachers, Reading Coach, Administration |

Strategy2:

Data Driven Instruction - Differentiated instruction will be used with all students plus Tier II and Tier III intervention as determined through assessing data. Teachers, Counselor, Reading Specialist, interventionists and Administrators will use data from Compass/Scantron, Accelerated Reader, Formative Assessments, DIBELS and teacher knowledge to determine appropriate skills and strategies to maximize each students growth.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Using Data To Guide Instruction and Improve Student Learning: Published in SEDL Letter Volume XII, Number 21, Linking Research and Practice.

| Activity - Title I Interventionist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|---------------------------------|
| 4 19 hour interventionist are being utilized to support Tier III small group instruction to attain the academic reading goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the administration of the 2017-2018 Scantron Performance Series Test. 3 Interventionists started in August with the fourth starting in October. | Academic Support Program | 10/08/2018 | 05/24/2019 | \$41040 - Title I Schoolwide | Interventionist, Administration |

| Activity - ESGI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|----------------------------|--|
| ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Academic Support Program Direct Instruction | 10/01/2018 | 05/24/2019 | \$596 - Title I Schoolwide | Kindergarten teachers, Administration, Reading Coach |

Goal 2:

All students at Pine Grove Elementary will show an increase in Math Scores

Measurable Objective 1:

demonstrate a proficiency by showing a 2% decrease in the number of students represented in the Below Average Quartile by 05/24/2019 as measured by Scantron Performance Series test.

Strategy1:

College and Career Ready Standards Math Implementation - Teachers will be trained to better implement the CCRS Math Standards while following our county's pacing guide.. This will be done through various professional development opportunities and the use of CCRS implementation and instructional materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A Research & Policy Brief Generating Teaching Effectiveness: The Role of Job Embedded Professional Learning in Teacher Evaluation May 2012.

| Activity - Title I Interventionist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---------------------------------|
| 4 19 hour interventionists are being utilized to support Tier II small group instruction to attain the academic math goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the Scantron Performance Series Test. 3 Intervention teachers began on the first week of school and the fourth will begin in October. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$40820 - Title I Schoolwide | Interventionist, Administration |

| Activity - Title I Teacher and Paraprofessional | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|---|
| Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in Kindergarten and Third grade. | Direct Instruction | 08/07/2017 | 05/29/2018 | \$96368 - Title I Schoolwide | Third grade Teacher, Paraprofessional and Administration. |

| Activity - Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---|
| Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Direct Instruction Academic Support Program | 08/21/2017 | 05/25/2018 | \$0 - No Funding Required | Classroom Teachers and Reading Specialist |

Strategy2:

Integrating Technology - Project Based Learning in Mathematics, when completed as teams, helps learners "model with mathematics" as they "apply the mathematics they know to solve problems arising in everyday life, society, and the workplace," "use tools strategically", and "construct viable arguments and critique the reasoning of others," as noted in the College and Career Ready Standards (2010) for Mathematical Practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards. (2010). Standards for Mathematical Practice. Retrieved from <http://www.corestandards.org/Math/Practice>

| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|--------------------|
| Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Academic Support Program Technology | 08/21/2017 | 05/25/2018 | \$1295 - State Funds | Classroom Teachers |

| Activity - ESGI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|----------------------------|--|
| ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Direct Instruction Academic Support Program | 10/02/2017 | 05/25/2018 | \$596 - Title I Schoolwide | Kindergarten Teachers, Administration, Reading Coach |

| Activity - Reflex Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|--------------------|
| Reflex math is an online source we integrate during math instruction. The program is used to help students become fluent and proficient in their math facts helping to attain our math goal of increased proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$2995 - Title I Schoolwide | Classroom teachers |

Goal 3:

Students will understand self-worth

Measurable Objective 1:

collaborate to to work with the students of Pine Grove to better understand their self-worth and believe in themselves by 05/23/2019 as measured by Measurable Results Survey .

Strategy1:

Social/Emotional Toolbelt - Teachers will be provided Professional Development to equip them with strategies to provide them with the social and emotional help.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - Leader In Me Symposium | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-----------------------------|-----------------------------------|
| Teachers will learn how to empower students, live the 7 habits and be accountable for ones self. | Professional Learning | 01/08/2019 | 01/11/2019 | \$3700 - Title I Schoolwide | Administration and selected staff |

Strategy2:

Mission Statement - The school leadership team will work together to develop a school mission statement to promote a positive culture throughout the school. Our Mission Statement is, "Growing with a purpose from the inside out."

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

ACIP

Pine Grove School

| Activity - Leadership PD of Measurable Results Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| Leadership Team provided a PD to the faculty to view and discuss the results of the MRA Surveys conducted during May of the previous school year. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 - No Funding Required | School Leadership Team |

Strategy3:

First 8 Days - Teachers will implement Leader In Me values throughout the first 8 days of school to promote and grow a positive culture throughout the school in the beginning.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - First 8 Days | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| The Leadership Team presented to the faculty and staff the First 8 Days curriculum and walked them through how lessons should look. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 - No Funding Required | Leadership Team |

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

All students at Pine Grove Elementary will show an increase in Reading Scores.

Measurable Objective 1:

demonstrate a proficiency in reading by showing a 2% decrease in those students represented in the Below Average Quartile by 05/24/2019 as measured by Performance Series Data.

Strategy1:

Explicit Instruction through Strategic Teaching - Before-during-after purpose and strategies, college and career ready standards embedded into project based learning units, scaffold instruction, close read method to analyze text, building stamina through independent reading and making connections among texts are strategies teachers will use for students to learn to comprehend informational texts.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: McLaughlin, M., & Allen, M.B. (2009). Guided comprehension in grades 3-8. Newark, DE: International Reading Association

Richardson, J. (2016). The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader, Grades K-8. Scholastic.

| Activity - Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|--|
| Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Direct Instruction Academic Support Program | 08/21/2017 | 05/25/2018 | \$0 - No Funding Required | Reading Specialist, Classroom Teacher |

| Activity - SPIRE | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---|
| Spire will allow teachers to provide reading intervention and allows for progress monitoring of students. This program also provides assistance for those students struggling with dyslexia. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$4077 - Title I Schoolwide | Classroom Teachers, Reading Coach, Administration |

| Activity - STEMSCOPES | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|--------------------|
| STEMscopes curriculum kits were purchased to supplement the curriculum provided by the county to provide students with the materials needed to complete hands on experiments in the classroom. | Direct Instruction | 09/11/2017 | 05/25/2018 | \$3055 - Title I Schoolwide | Classroom Teachers |

| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-------------------------|--------------------|
| Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Academic Support Program Technology | 08/21/2017 | 05/25/2018 | \$1295 - State Funds | Classroom Teachers |

| Activity - Title I Teacher and Paraprofessional | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|--|
| Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in third grade and kindergarten. | Direct Instruction Academic Support Program | 08/06/2018 | 05/24/2019 | \$64264 - Title I Schoolwide | Kindergarten Teacher, Paraprofessional, Administration |

ACIP

Pine Grove School

| Activity - Accelerated Reader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|-------------------|
| This program will be utilized to determine performance levels of students and to progress monitor their improvements throughout the year. | Academic Support Program | 10/16/2017 | 05/25/2018 | \$7500 - Title I Schoolwide | Teachers |

| Activity - Scholastic Guided Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------|---|
| The use of Scholastic Guided Reading Library and Assessment kits will be used to differentiate instruction for students on multiple grade levels to help reach our reading goal of increasing proficiency. | Direct Instruction Academic Support Program | 08/21/2017 | 05/25/2018 | \$0 - Other | Reading Specialist, Administration, grade level teachers. |

| Activity - DIBELS Next | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|----------------------------|---|
| DIBELS Next progress monitoring allows teachers to gain better knowledge of interferences for instructional purposes. This will assist in reaching our reading goal of increasing proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$832 - Title I Schoolwide | Classroom teachers, Reading Coach, Administration |

Strategy2:

Data Driven Instruction - Differentiated instruction will be used with all students plus Tier II and Tier III intervention as determined through assessing data. Teachers, Counselor, Reading Specialist, interventionists and Administrators will use data from Compass/Scantron, Accelerated Reader, Formative Assessments, DIBELS and teacher knowledge to determine appropriate skills and strategies to maximize each students growth.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Using Data To Guide Instruction and Improve Student Learning: Published in SEDL Letter Volume XII, Number 21, Linking Research and Practice.

| Activity - ESGI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|----------------------------|--|
| ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Academic Support Program Direct Instruction | 10/01/2018 | 05/24/2019 | \$596 - Title I Schoolwide | Kindergarten teachers, Administration, Reading Coach |

| Activity - Title I Interventionist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|---------------------------------|
| 4 19 hour interventionist are being utilized to support Tier III small group instruction to attain the academic reading goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the administration of the 2017-2018 Scantron Performance Series Test. 3 Interventionists started in August with the fourth starting in October. | Academic Support Program | 10/08/2018 | 05/24/2019 | \$41040 - Title I Schoolwide | Interventionist, Administration |

Goal 2:

SY 2018-2019

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All students at Pine Grove Elementary will show an increase in Math Scores

Measurable Objective 1:

demonstrate a proficiency by showing a 2% decrease in the number of students represented in the Below Average Quartile by 05/24/2019 as measured by Scantron Performance Series test.

Strategy1:

College and Career Ready Standards Math Implementation - Teachers will be trained to better implement the CCRS Math Standards while following our county's pacing guide.. This will be done through various professional development opportunities and the use of CCRS implementation and instructional materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A Research & Policy Brief Generating Teaching Effectiveness: The Role of Job Embedded Professional Learning in Teacher Evaluation May 2012.

| Activity - Title I Teacher and Paraprofessional | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|---|
| Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in Kindergarten and Third grade. | Direct Instruction | 08/07/2017 | 05/29/2018 | \$96368 - Title I Schoolwide | Third grade Teacher, Paraprofessional and Administration. |

| Activity - Title I Interventionist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---------------------------------|
| 4 19 hour interventionists are being utilized to support Tier II small group instruction to attain the academic math goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the Scantron Performance Series Test. 3 Intervention teachers began on the first week of school and the fourth will begin in October. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$40820 - Title I Schoolwide | Interventionist, Administration |

| Activity - Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|---|
| Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Direct Instruction Academic Support Program | 08/21/2017 | 05/25/2018 | \$0 - No Funding Required | Classroom Teachers and Reading Specialist |

Strategy2:

Integrating Technology - Project Based Learning in Mathematics, when completed as teams, helps learners "model with mathematics" as they "apply the mathematics they know to solve problems arising in everyday life, society, and the workplace, "use tools strategically", and "construct viable arguments and critique the reasoning of others," as noted in the College and Career Ready Standards (2010) for Mathematical Practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards. (2010). Standards for Mathematical Practice. Retrieved from

<http://www.corestandards.org/Math/Practice>

| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|--------------------|
| Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Academic Support Program Technology | 08/21/2017 | 05/25/2018 | \$1295 - State Funds | Classroom Teachers |

| Activity - ESGI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|----------------------------|--|
| ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Direct Instruction Academic Support Program | 10/02/2017 | 05/25/2018 | \$596 - Title I Schoolwide | Kindergarten Teachers, Administration, Reading Coach |

| Activity - Reflex Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|--------------------|
| Reflex math is an online source we integrate during math instruction. The program is used to help students become fluent and proficient in their math facts helping to attain our math goal of increased proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$2995 - Title I Schoolwide | Classroom teachers |

Goal 3:

Students will understand self-worth

Measurable Objective 1:

collaborate to to work with the students of Pine Grove to better understand their self-worth and believe in themselves by 05/23/2019 as measured by Measurable Results Survey .

Strategy1:

Social/Emotional Toolbelt - Teachers will be provided Professional Development to equip them with strategies to provide them with the social and emotional help.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - Leader In Me Symposium | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-----------------------------|-----------------------------------|
| Teachers will learn how to empower students, live the 7 habits and be accountable for ones self. | Professional Learning | 01/08/2019 | 01/11/2019 | \$3700 - Title I Schoolwide | Administration and selected staff |

Strategy2:

First 8 Days - Teachers will implement Leader In Me values throughout the first 8 days of school to promote and grow a positive culture

throughout the school in the beginning.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - First 8 Days | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| The Leadership Team presented to the faculty and staff the First 8 Days curriculum and walked them through how lessons should look. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 - No Funding Required | Leadership Team |

Strategy3:

Mission Statement - The school leadership team will work together to develop a school mission statement to promote a positive culture throughout the school. Our Mission Statement is, "Growing with a purpose from the inside out."

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - Leadership PD of Measurable Results Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| Leadership Team provided a PD to the faculty to view and discuss the results of the MRA Surveys conducted during May of the previous school year. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 - No Funding Required | School Leadership Team |

English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

All students at Pine Grove Elementary will show an increase in Reading Scores.

Measurable Objective 1:

demonstrate a proficiency in reading by showing a 2% decrease in those students represented in the Below Average Quartile by 05/24/2019 as measured by Performance Series Data.

Strategy1:

Data Driven Instruction - Differentiated instruction will be used with all students plus Tier II and Tier III intervention as determined through assessing data. Teachers, Counselor, Reading Specialist, interventionists and Administrators will use data from Compass/Scantron, Accelerated Reader, Formative Assessments, DIBELS and teacher knowledge to determine appropriate skills and strategies to maximize each students growth.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Using Data To Guide Instruction and Improve Student Learning: Published in SEDL Letter Volume XII, Number 21, Linking Research and Practice.

| Activity - ESGI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|----------------------------|--|
| ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Direct Instruction Academic Support Program | 10/01/2018 | 05/24/2019 | \$596 - Title I Schoolwide | Kindergarten teachers, Administration, Reading Coach |

| Activity - Title I Interventionist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|---------------------------------|
| 4 19 hour interventionist are being utilized to support Tier III small group instruction to attain the academic reading goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the administration of the 2017-2018 Scantron Performance Series Test. 3 Interventionists started in August with the fourth starting in October. | Academic Support Program | 10/08/2018 | 05/24/2019 | \$41040 - Title I Schoolwide | Interventionist, Administration |

Strategy2:

Explicit Instruction through Strategic Teaching - Before-during-after purpose and strategies, college and career ready standards embedded into project based learning units, scaffold instruction, close read method to analyze text, building stamina through independent reading and making connections among texts are strategies teachers will use for students to learn to comprehend informational texts.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: McLaughlin, M., & Allen, M.B. (2009). Guided comprehension in grades 3-8. Newark, DE: International Reading Association
Richardson, J. (2016). The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader, Grades K-8. Scholastic.

| Activity - SPIRE | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---|
| Spire will allow teachers to provide reading intervention and allows for progress monitoring of students. This program also provides assistance for those students struggling with dyslexia. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$4077 - Title I Schoolwide | Classroom Teachers, Reading Coach, Administration |

| Activity - Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---------------------------------------|
| Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Direct Instruction Academic Support Program | 08/21/2017 | 05/25/2018 | \$0 - No Funding Required | Reading Specialist, Classroom Teacher |

| Activity - Scholastic Guided Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------|---|
| The use of Scholastic Guided Reading Library and Assessment kits will be used to differentiate instruction for students on multiple grade levels to help reach our reading goal of increasing proficiency. | Direct Instruction Academic Support Program | 08/21/2017 | 05/25/2018 | \$0 - Other | Reading Specialist, Administration, grade level teachers. |

| Activity - STEMSCOPES | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|--------------------|
| STEMscopes curriculum kits were purchased to supplement the curriculum provided by the county to provide students with the materials needed to complete hands on experiments in the classroom. | Direct Instruction | 09/11/2017 | 05/25/2018 | \$3055 - Title I Schoolwide | Classroom Teachers |

| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|--------------------|
| Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Academic Support Program Technology | 08/21/2017 | 05/25/2018 | \$1295 - State Funds | Classroom Teachers |

| Activity - DIBELS Next | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|----------------------------|---|
| DIBELS Next progress monitoring allows teachers to gain better knowledge of interferences for instructional purposes. This will assist in reaching our reading goal of increasing proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$832 - Title I Schoolwide | Classroom teachers, Reading Coach, Administration |

| Activity - Accelerated Reader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|-------------------|
| This program will be utilized to determine performance levels of students and to progress monitor their improvements throughout the year. | Academic Support Program | 10/16/2017 | 05/25/2018 | \$7500 - Title I Schoolwide | Teachers |

| Activity - Title I Teacher and Paraprofessional | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|--|
| Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in third grade and kindergarten. | Direct Instruction Academic Support Program | 08/06/2018 | 05/24/2019 | \$64264 - Title I Schoolwide | Kindergarten Teacher, Paraprofessional, Administration |

Goal 2:

All students at Pine Grove Elementary will show an increase in Math Scores

Measurable Objective 1:

demonstrate a proficiency by showing a 2% decrease in the number of students represented in the Below Average Quartile by 05/24/2019 as measured by Scantron Performance Series test.

Strategy1:

Integrating Technology - Project Based Learning in Mathematics, when completed as teams, helps learners "model with mathematics" as

they "apply the mathematics they know to solve problems arising in everyday life, society, and the workplace, "use tools strategically", and "construct viable arguments and critique the reasoning of others," as noted in the College and Career Ready Standards (2010) for Mathematical Practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards. (2010). Standards for Mathematical Practice. Retrieved from <http://www.corestandards.org/Math/Practice>

| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|--------------------|
| Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Academic Support Program Technology | 08/21/2017 | 05/25/2018 | \$1295 - State Funds | Classroom Teachers |

| Activity - Reflex Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|--------------------|
| Reflex math is an online source we integrate during math instruction. The program is used to help students become fluent and proficient in their math facts helping to attain our math goal of increased proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$2995 - Title I Schoolwide | Classroom teachers |

| Activity - ESGI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|----------------------------|--|
| ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Direct Instruction Academic Support Program | 10/02/2017 | 05/25/2018 | \$596 - Title I Schoolwide | Kindergarten Teachers, Administration, Reading Coach |

Strategy2:

College and Career Ready Standards Math Implementation - Teachers will be trained to better implement the CCRS Math Standards while following our county's pacing guide.. This will be done through various professional development opportunities and the use of CCRS implementation and instructional materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A Research & Policy Brief Generating Teaching Effectiveness: The Role of Job Embedded Professional Learning in Teacher Evaluation May 2012.

| Activity - Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---|
| Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Direct Instruction Academic Support Program | 08/21/2017 | 05/25/2018 | \$0 - No Funding Required | Classroom Teachers and Reading Specialist |

ACIP

Pine Grove School

| Activity - Title I Teacher and Paraprofessional | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|---|
| Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in Kindergarten and Third grade. | Direct Instruction | 08/07/2017 | 05/29/2018 | \$96368 - Title I Schoolwide | Third grade Teacher, Paraprofessional and Administration. |

| Activity - Title I Interventionist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---------------------------------|
| 4 19 hour interventionists are being utilized to support Tier II small group instruction to attain the academic math goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the Scantron Performance Series Test. 3 Intervention teachers began on the first week of school and the fourth will begin in October. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$40820 - Title I Schoolwide | Interventionist, Administration |

Goal 3:

Students will understand self-worth

Measurable Objective 1:

collaborate to to work with the students of Pine Grove to better understand their self-worth and believe in themselves by 05/23/2019 as measured by Measurable Results Survey .

Strategy1:

Mission Statement - The school leadership team will work together to develop a school mission statement to promote a positive culture throughout the school. Our Mission Statement is, "Growing with a purpose from the inside out."

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - Leadership PD of Measurable Results Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| Leadership Team provided a PD to the faculty to view and discuss the results of the MRA Surveys conducted during May of the previous school year. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 - No Funding Required | School Leadership Team |

Strategy2:

First 8 Days - Teachers will implement Leader In Me values throughout the first 8 days of school to promote and grow a positive culture throughout the school in the beginning.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

ACIP

Pine Grove School

| Activity - First 8 Days | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| The Leadership Team presented to the faculty and staff the First 8 Days curriculum and walked them through how lessons should look. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 - No Funding Required | Leadership Team |

Strategy3:

Social/Emotional Toolbelt - Teachers will be provided Professional Development to equip them with strategies to provide them with the social and emotional help.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - Leader In Me Symposium | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-----------------------------|-----------------------------------|
| Teachers will learn how to empower students, live the 7 habits and be accountable for ones self. | Professional Learning | 01/08/2019 | 01/11/2019 | \$3700 - Title I Schoolwide | Administration and selected staff |

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

The school provides ESL/ELL services and personnel that will assist those parents wishing to have the results interpreted.

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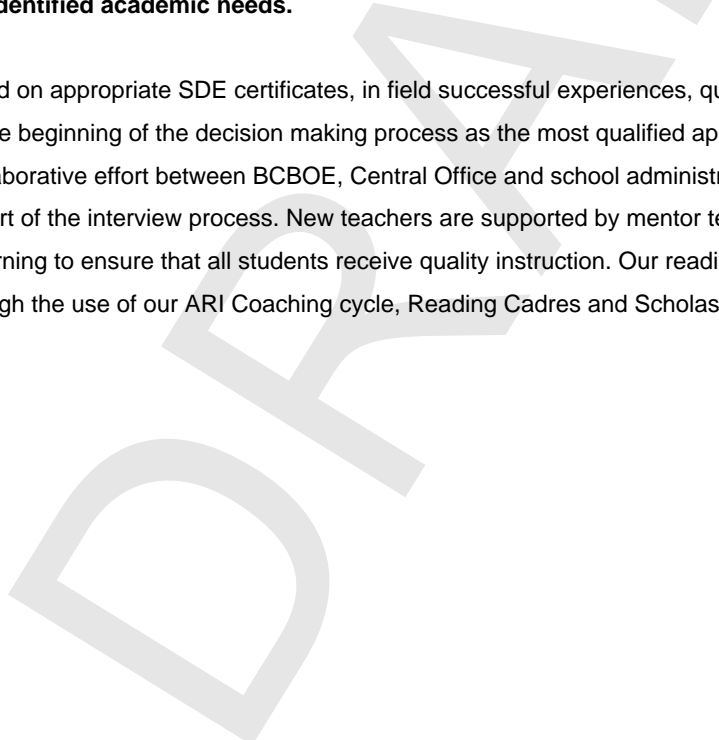
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 1. | Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this? | Yes | All instructional professionals have met the state requirements. | HQ Staff |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| 2. | Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this? | Yes | All instructional professionals have met the state requirements. | HQ Staff |

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Teachers are selected based on appropriate SDE certificates, in field successful experiences, qualifications and overall picture of applicant. Multiple hours involved at the beginning of the decision making process as the most qualified applicants will have the opportunity to interview. Staffing practices are a collaborative effort between BCBOE, Central Office and school administration. The principal includes teachers and other staff members as a part of the interview process. New teachers are supported by mentor teachers on their grade level and participate in on-going professional learning to ensure that all students receive quality instruction. Our reading specialist and curriculum coordinator also mentors new teachers through the use of our ARI Coaching cycle, Reading Cadres and Scholastic Guided Reading Professional Development.



Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

The PGE turnover rate was 23%. We had 5 transfers to schools within the district, 2 transfers to school outside of district, and 2 to retire.

What is the experience level of key teaching and learning personnel?

The experience level of key teaching and learning personnel is as follows: 50% have Master's Degrees and 50% have a Bachelor's Degree in Education.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

New Teacher Mentor Program

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Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Scholastic's Guided Reading Implementation - Professional development around the concept and implementation of the Guided Reading Program model including staff and grade-level workshops, professional development, book study, peer-to-peer observation and coaching. Research cited: Developmental Studies Center, Literacy Collaborative, University Research- Fountas & Pinnell, Lucy Calkins, ARI. Richardson, J. (2016). The Next Step Forward in Guided Reading. Scholastic. 2016.

Data Driven Instruction - Differentiated instruction will be used with all students and Tier II plus Tier III intervention as determined through assessing data. Teachers, counselor, reading specialist, administration and interventionists will use data from Scantron Performance and Achievement Series, Compass Learning, Formative Assessments, DIBELS, and teacher input to determine appropriate skills and strategies to maximize each student's growth. Research cited: Tomlinson, Carol A. "The Bridge Between Today's Lesson and Tomorrow's." Educational Leadership. 71.6 (2014): 11-14

Explicit Instruction through Strategic Teaching - Before, during and after purpose strategies, CCRS based instruction, scaffold instruction, close read method to analyze text, building stamina through independent reading and making connections among texts are strategies teachers will use for students to learn and comprehend informational texts. Research Cited: McLaughlin, M & Allen, M. B. (2009). Guided Comprehension in Grades 3-8. Newark, DE: International Reading Association.

Integrating Technology - Integrating technology through project based learning allows classroom research to be an effective pathway to developing core literacy skills, build conceptual understanding of the content, and build knowledge of the world. Research Cited: WerneBurke, N. (2014). "Revamping the classroom research project." Educational Leadership Journal, 71.7: 40-44

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Scholastic's Guided Reading Implementation - Professional development around the concept and implementation of the Guided Reading Program model including staff and grade-level workshops, professional development, book study, peer-to-peer observation and coaching. Research cited: Developmental Studies Center, Literacy Collaborative, University Research- Fountas & Pinnell, Lucy Calkins, ARI. Richardson, J. (2016). The Next Step Forward in Guided Reading. Scholastic. 2016.

Data Driven Instruction - Differentiated instruction will be used with all students and Tier II plus Tier III intervention as determined through assessing data. Teachers, counselor, reading specialist, administration and interventionists will use data from Scantron Performance and Achievement Series, Compass Learning, Formative Assessments, DIBELS, and teacher input to determine appropriate skills and strategies to maximize each student's growth. Research cited: Tomlinson, Carol A. "The Bridge Between Today's Lesson and Tomorrow's." Educational Leadership. 71.6 (2014): 11-14

Explicit Instruction through Strategic Teaching - Before, during and after purpose strategies, CCRS based instruction, scaffold instruction, close read method to analyze text, building stamina through independent reading and making connections among texts are strategies teachers will use for students to learn and comprehend informational texts. Research Cited: McLaughlin, M & Allen, M. B. (2009). Guided

Comprehension in Grades 3-8. Newark, DE: International Reading Association.

Integrating Technology - Integrating technology through project based learning allows classroom research to be an effective pathway to developing core literacy skills, build conceptual understanding of the content, and build knowledge of the world. Research Cited:

WerneBurke, N. (2014). "Revamping the classroom research project." Educational Leadership Journal, 71.7: 40-44

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New teachers are assigned a mentor teacher that is responsible for assisting with any need the teacher may have. The new teacher will be assigned a mentor of the same grade level and the mentor will help the new teacher to adjust to the operation of the school and assist with learning the students behaviors. In addition, our reading specialist and curriculum coach will work closely with the new teachers using the ARI coaching cycle and PST meetings.

Describe how all professional development is "sustained and ongoing."

PGE will sustain professional development through weekly grade level meetings, monthly faculty meetings, and monthly data meetings. This ongoing professional development will provide teacher feedback and reflection of math, literacy, and technological instructional practices.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

All students at Pine Grove Elementary will show an increase in Reading Scores.

Measurable Objective 1:

demonstrate a proficiency in reading by showing a 2% decrease in those students represented in the Below Average Quartile by 05/24/2019 as measured by Performance Series Data.

Strategy1:

Data Driven Instruction - Differentiated instruction will be used with all students plus Tier II and Tier III intervention as determined through assessing data. Teachers, Counselor, Reading Specialist, interventionists and Administrators will use data from Compass/Scantron, Accelerated Reader, Formative Assessments, DIBELS and teacher knowledge to determine appropriate skills and strategies to maximize each students growth.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Using Data To Guide Instruction and Improve Student Learning: Published in SEDL Letter Volume XII, Number 21, Linking Research and Practice.

| Activity - Title I Interventionist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|---------------------------------|
| 4 19 hour interventionist are being utilized to support Tier III small group instruction to attain the academic reading goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the administration of the 2017-2018 Scantron Performance Series Test. 3 Interventionists started in August with the fourth starting in October. | Academic Support Program | 10/08/2018 | 05/24/2019 | \$41040 - Title I Schoolwide | Interventionist, Administration |

| Activity - ESGI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|----------------------------|--|
| ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Direct Instruction Academic Support Program | 10/01/2018 | 05/24/2019 | \$596 - Title I Schoolwide | Kindergarten teachers, Administration, Reading Coach |

Strategy2:

Explicit Instruction through Strategic Teaching - Before-during-after purpose and strategies, college and career ready standards embedded

into project based learning units, scaffold instruction, close read method to analyze text, building stamina through independent reading and making connections among texts are strategies teachers will use for students to learn to comprehend informational texts.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: McLaughlin, M., & Allen, M.B. (2009). Guided comprehension in grades 3-8. Newark, DE: International Reading Association
Richardson, J. (2016). The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader, Grades K-8. Scholastic.

| Activity - Title I Teacher and Paraprofessional | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|--|
| Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in third grade and kindergarten. | Direct Instruction Academic Support Program | 08/06/2018 | 05/24/2019 | \$64264 - Title I Schoolwide | Kindergarten Teacher, Paraprofessional, Administration |

| Activity - STEMSCOPES | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|--------------------|
| STEMscopes curriculum kits were purchased to supplement the curriculum provided by the county to provide students with the materials needed to complete hands on experiments in the classroom. | Direct Instruction | 09/11/2017 | 05/25/2018 | \$3055 - Title I Schoolwide | Classroom Teachers |

| Activity - SPIRE | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---|
| Spire will allow teachers to provide reading intervention and allows for progress monitoring of students. This program also provides assistance for those students struggling with dyslexia. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$4077 - Title I Schoolwide | Classroom Teachers, Reading Coach, Administration |

| Activity - Accelerated Reader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|-------------------|
| This program will be utilized to determine performance levels of students and to progress monitor their improvements throughout the year. | Academic Support Program | 10/16/2017 | 05/25/2018 | \$7500 - Title I Schoolwide | Teachers |

| Activity - DIBELS Next | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|----------------------------|---|
| DIBELS Next progress monitoring allows teachers to gain better knowledge of interferences for instructional purposes. This will assist in reaching our reading goal of increasing proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$832 - Title I Schoolwide | Classroom teachers, Reading Coach, Administration |

| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|--------------------|
| Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Academic Support Program Technology | 08/21/2017 | 05/25/2018 | \$1295 - State Funds | Classroom Teachers |

| Activity - Scholastic Guided Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------|---|
| The use of Scholastic Guided Reading Library and Assessment kits will be used to differentiate instruction for students on multiple grade levels to help reach our reading goal of increasing proficiency. | Direct Instruction Academic Support Program | 08/21/2017 | 05/25/2018 | \$0 - Other | Reading Specialist, Administration, grade level teachers. |

| Activity - Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---------------------------------------|
| Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Direct Instruction Academic Support Program | 08/21/2017 | 05/25/2018 | \$0 - No Funding Required | Reading Specialist, Classroom Teacher |

Goal 2:

All students at Pine Grove Elementary will show an increase in Math Scores

Measurable Objective 1:

demonstrate a proficiency by showing a 2% decrease in the number of students represented in the Below Average Quartile by 05/24/2019 as measured by Scantron Performance Series test.

Strategy1:

College and Career Ready Standards Math Implementation - Teachers will be trained to better implement the CCRS Math Standards while following our county's pacing guide.. This will be done through various professional development opportunities and the use of CCRS implementation and instructional materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A Research & Policy Brief Generating Teaching Effectiveness: The Role of Job Embedded Professional Learning in Teacher Evaluation May 2012.

| Activity - Title I Teacher and Paraprofessional | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|---|
| Employ both a full time third grade teacher and kindergarten paraprofessional to provide direct instruction and reduce class sizes in Kindergarten and Third grade. | Direct Instruction | 08/07/2017 | 05/29/2018 | \$96368 - Title I Schoolwide | Third grade Teacher, Paraprofessional and Administration. |

ACIP

Pine Grove School

| Activity - Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|---|
| Tiered instruction provided by all classroom teachers will ensure explicit instruction is being delivered and when data is collected, teachers can respond to instruction for each individual student. | Direct Instruction Academic Support Program | 08/21/2017 | 05/25/2018 | \$0 - No Funding Required | Classroom Teachers and Reading Specialist |

| Activity - Title I Interventionist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---------------------------------|
| 4 19 hour interventionists are being utilized to support Tier II small group instruction to attain the academic math goal of decreasing the percentage of students in the Below Average Quartile by 2% as measured by the Scantron Performance Series Test. 3 Intervention teachers began on the first week of school and the fourth will begin in October. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$40820 - Title I Schoolwide | Interventionist, Administration |

Strategy2:

Integrating Technology - Project Based Learning in Mathematics, when completed as teams, helps learners "model with mathematics" as they "apply the mathematics they know to solve problems arising in everyday life, society, and the workplace, "use tools strategically", and "construct viable arguments and critique the reasoning of others," as noted in the College and Career Ready Standards (2010) for Mathematical Practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards. (2010). Standards for Mathematical Practice. Retrieved from

<http://www.corestandards.org/Math/Practice>

| Activity - ESGI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|----------------------------|--|
| ESGI is an assessment program that assists kindergarten teachers with progress monitoring and skill assessments throughout the year. | Academic Support Program Direct Instruction | 10/02/2017 | 05/25/2018 | \$596 - Title I Schoolwide | Kindergarten Teachers, Administration, Reading Coach |

| Activity - Reflex Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|--------------------|
| Reflex math is an online source we integrate during math instruction. The program is used to help students become fluent and proficient in their math facts helping to attain our math goal of increased proficiency. | Academic Support Program | 08/21/2017 | 05/25/2018 | \$2995 - Title I Schoolwide | Classroom teachers |

| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|--------------------|
| Online program used as intervention across all disciplines. Program evaluates students ability level and provides learning activities according to their performance ability. | Technology Academic Support Program | 08/21/2017 | 05/25/2018 | \$1295 - State Funds | Classroom Teachers |

Goal 3:

Students will understand self-worth

Measurable Objective 1:

collaborate to to work with the students of Pine Grove to better understand their self-worth and believe in themselves by 05/23/2019 as measured by Measurable Results Survey .

Strategy1:

First 8 Days - Teachers will implement Leader In Me values throughout the first 8 days of school to promote and grow a positive culture throughout the school in the beginning.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - First 8 Days | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| The Leadership Team presented to the faculty and staff the First 8 Days curriculum and walked them through how lessons should look. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 - No Funding Required | Leadership Team |

Strategy2:

Social/Emotional Toolbelt - Teachers will be provided Professional Development to equip them with strategies to provide them with the social and emotional help.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - Leader In Me Symposium | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-----------------------------|-----------------------------------|
| Teachers will learn how to empower students, live the 7 habits and be accountable for ones self. | Professional Learning | 01/08/2019 | 01/11/2019 | \$3700 - Title I Schoolwide | Administration and selected staff |

Strategy3:

Mission Statement - The school leadership team will work together to develop a school mission statement to promote a positive culture throughout the school. Our Mission Statement is, "Growing with a purpose from the inside out."

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader In Me - Steven Covey

| Activity - Leadership PD of Measurable Results Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| Leadership Team provided a PD to the faculty to view and discuss the results of the MRA Surveys conducted during May of the previous school year. | Professional Learning | 08/06/2018 | 08/06/2018 | \$0 - No Funding Required | School Leadership Team |

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Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

The teachers meet monthly to discuss the school-wide assessments. The results are discussed during data meetings and adjustments to instructional strategies are considered. Response to Instruction ensures/informs us of mastered and non-mastered standards. This allows opportunity for teachers to implement explicit strategies for success.

Grade level teams also create common assessments for the academic areas in cooperation with curriculum leader.

The state assessments are reviewed annually by the principal, reading specialist, curriculum leader and grade level teams in order to identify strengths and weaknesses.

DRAFT

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Teachers are involved in the grade-level data meetings, RTI meetings and the PST. During these meetings, teams identify areas of strength and weakness and plan for instruction. The teams also plan for interventions and extensions of students to the different proficiency levels.

During RTI meetings the teachers discuss the progress of students and support services.

Teachers are also included in student achievement data analysis faculty meetings. The faculty notices school wide trends in data and establishes professional development plans based on analysis.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who are experiencing difficulty mastering the state's academic assessment standards at the ready level are provided with tiered instruction. Whole group, small group and intervention provided by classroom teachers, resource teachers, and interventionists provides students multiple opportunities to improve when experiencing difficulties.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students are provided intervention time in the mornings before the announcements. Title I interventionists provide Tier III intervention using a research based program for our students with the most academic needs.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

ELL support from central office, ASCC grant, Title I Interventionists, Resource Support, free/reduced breakfast and lunch

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

NA

DRAFT

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Title I Interventionists, Title I fourth grade teacher and K paraprofessional, Reading Specialist, Instructional supplies, parent involvement, Professional Development, and ASCC.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

PGS provides free/reduced breakfast and lunch for 75% of students.

DRAFT

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

PGS plans to meet every 6 weeks to evaluate the implementation of the ACIP. At the end of the school year, we will use the MRA results for reflection and feedback. At the beginning of the new school year, the stakeholders will meet to review and revise the current ACIP based on data, stakeholder feedback and the MRA results.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

PGS compares the longitudinal data from the administration of the Scantron Performance Series test. The ACIP team analyzed the data for this year to determine areas of strength and weakness in reading and math.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The school team analyzes data on the subgroups who have the greatest achievement gaps. The team reflects on the effectiveness of schoolwide initiatives and adjusts accordingly.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The ACIP team uses feedback from the quarterly data analysis meetings to revise the plan as necessary.

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

List all federal, state, and local monies that the school uses to run its program.

DRAFT

FTE Teacher Units

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Teachers assigned units. | 29.1 |

Provide the number of classroom teachers.

28.82

| Label | Question | Value |
|-------|--|-----------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 1566046.0 |

Total

1,566,046.00

DRAFT

Administrator Units

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Administrator assigned units. | 1.0 |

Provide the number of administrators.

1.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 90927.0 |

Total

90,927.00

DRAFT

Assistant Principal

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Assistant Principal assigned units. | 0.0 |

Provide the number of Assistant Principals.

0.00

| Label | Question | Value |
|-------|--|-------|
| 3. | Provide the total of all salaries for the Assistant Principal. | 0.0 |

Total

0.00

DRAFT

Counselor

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Counselor assigned units. | 0.5 |

Provide the number of Counselors.

.50

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Counselor. | 24789.0 |

Total

24,789.00

DRAFT

Librarian

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Librarian assigned units. | 1.0 |

Provide the number of Librarians.

1.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Librarian. | 54939.0 |

Total

54,939.00

DRAFT

Career and Technical Education Administrator

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Career and Technical Education Administrator assigned units. | 0.0 |

Provide the number of Career and Technical Education Administrators.

0.00

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all salaries for the Career and Technical Education Administrator. | 0.0 |

Total

0.00

DRAFT

Career and Technical Education Counselor

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Career and Technical Education Counselor assigned units. | 0.0 |

Provide the number of Career and Technical Education Counselors.

0.00

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all salaries for the Career and Technical Education Counselor. | 0.0 |

Total

0.00

DRAFT

Technology

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0.00

| Label | Question | Value |
|-------|--|--------|
| 3. | Provide the total of all funding for Technology. | 9480.0 |

Total

9,480.00

DRAFT

Professional Development

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0.00

| Label | Question | Value |
|-------|--|--------|
| 3. | Provide the total of all funding for Professional Development. | 2844.0 |

Total

2,844.00

DRAFT

EL Teachers

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of EL Teachers in FTEs. | 0.0 |

Provide the number of EL Teachers.

0.00

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all funding for EL Teachers. | 0.0 |

Total

0.00

DRAFT

Instructional Supplies

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Instructional Supplies. | 16940.0 |

Total

16,940.00

DRAFT

Library Enhancement

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0.00

| Label | Question | Value |
|-------|---|--------|
| 3. | Provide the total of all funding for Library Enhancement. | 3038.0 |

Total

3,038.00

DRAFT

Title I

| Label | Question | Value |
|-------|---|-----------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 224790.94 |

Provide a brief explanation and breakdown of expenses.

Instructional Personnel: \$146443.10
Instructional Purchased Serv.: \$11903.40
Instructional Supplies: \$8185.68
Instructional Classroom Equip.: \$3576.01
Parental Involvement: \$2800.99
Professional Development: \$43,880.76
Ed Media: \$1501.00
Equip Services: \$6500.00

DRAFT

Title II

| Label | Question | Value |
|-------|--|-------|
| 1. | Professional Development Activities. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

Services provided - funds not allocated directly to school

DRAFT

Title III

| Label | Question | Value |
|-------|---|-------|
| 1. | For English Learners. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

Services provided - funds not allocated directly to school

DRAFT

Title IV

| Label | Question | Value |
|-------|---|----------|
| 1. | 21st Century Schools. Provide the total. | 150000.0 |

Provide a brief explanation and a breakdown of expenses.

After School Child Care Programs

DRAFT

Title V

| Label | Question | Value |
|-------|--|-------|
| 1. | For Rural and Low-income Schools Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|---|-------|
| 1. | Basic Grant (Title I) Provide total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

n/a

DRAFT

Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|---|-------|
| 1. | Basic Grant (Title I) Provide total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

n/a

| Label | Question | Value |
|-------|--|-------|
| 1. | Tech Prep (Title II) Provide the total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

n/a

DRAFT

Other

| Label | Question | Value |
|-------|---|-------|
| 1. | 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Local Funds

| Label | Question | Value |
|-------|-------------------|-------|
| 1. | Provide the total | |

Provide a brief explanation and breakdown of expenses.

DRAFT

Parent and Family Engagement

DRAFT

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

DRAFT

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The annual Title I meeting for the fall was scheduled, in cooperation with the District Title I coordinator, for September 17 at 6 pm in the Pine Grove Elementary Library. During the meeting, our school's participation in Title I was explained to the parents and programs made available through Title I funding.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1. Parent meetings will be held 4 times per year, in the fall, winter and the spring. Parents participate in the stakeholder committee meetings to provide input concerning the school-wide improvement plan. On October 2, 2018 at 6 p.m., Pine Grove Elementary held its annual Open House/PTO meeting for all parents and students. Parents are notified of the meetings through notices sent home by the students, an announcement on the sign out in front of the school, on the Pine Grove Elementary website and by way of School-Messenger School-cast. To assist in providing the opportunity for all parents to attend, the meeting is offered during the early evening.
2. Pine Grove Elementary believes in involving parents in all aspects of its Title I programs. Parent representatives serve on the ACIP committee. In addition, all parents are given the opportunity to review the plan and offer input. Each year the ACIP, including the parental involvement plan, is reviewed and re-evaluated.
3. Funds allocated for parental involvement are used to purchase student agendas and data binders.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Pine Grove Elementary holds an annual Title I meeting in September where information is presented about its Title I programs, the curriculum, and forms of academic assessments used. The Title I Coordinator will lead parents through the analysis of assessment scores and funding procedures. Parents who have not already received a copy of the Parent/Student Handbook, which includes more detailed information on curriculum and other school related information, as well as Title I information. Teachers will provide additional information on the respective subjects they teach and how the students are individually assessed.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The school-parent compact was developed through a coordinated effort by school staff members, administrators, and the school counselor. Several sample plans were reviewed prior to composing the final school-parent compact. Afterwards, the draft was shared for additional input. Several suggestions were discussed and some incorporated into the final draft.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

In early October each year, the ACIP committee meets to review, evaluate, and revise the CIP. There are four parents on the committee who represent all the parents in the school. Once the plan is complete, presented to the entire faculty and approved, all parents will be notified of its completion and may receive a copy upon request via the school website. The plan is also kept in the school's office and library for instant review by any concerned parent or stakeholder. Once the plan is finalized and approved, if a parent finds the plan unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit those concerns to the central office at the same time the ACIP is submitted.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The school will provided training for parents of participating students in understanding such topics as College and Career Ready Standards and curriculum options, state and local academic assessments, the requirements of Title I, and how to monitor their child's progress. Information will be provided for parents on how to work with the teachers to improve achievement of their children. At the annual parent meeting in the fall, parents will receive an overview of the CCRS and assessments. In addition, an explanation will be provided regarding Title I, what services will be offered, and how parents have the right to be involved in the child's education. Pine Grove Elementary will hold a "Meet the Teacher" opportunity prior to the first day of school. At this time, the principal will address topics of interest. Pine Grove Elementary will hold an annual Open House wherein parents will be given the opportunity to meet their child's teacher and learn about individual class assessments and what their role will be in helping their children succeed in school.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Pine Grove will further communications with parents through monthly newsletters, school casts, the school website and Facebook page, and through the use of iNow to ensure parents have ongoing access to grades, homework, projects, and personal communications. In addition, the teachers send home weekly newsletters containing specific grade level information, and the school sends home a school-wide newsletter containing a calendar of events and current information regarding the school.

The school counselor and social worker are available to parents at all times for counseling regarding academic, physical or personal needs. The counselor and social worker makes available the following information: Test scores, homework tips, and free pamphlets on a wide variety of topics and services. Pine Grove is committed to providing other reasonable support for parental involvement activities as parents may request.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

PTO Board meetings to share information about upcoming events for the school.

PTO Parent Volunteers

Parent Advisory Committee

ACIP Committee

Parent Budget Committee

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of

participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

PE teachers promote parent participation with field day.
PE teachers promote parental involvement during PE time on special event days.
Parents are invited to the Title I meeting.
Parents are invited to Open House and Meet the Teacher.
Parents are invited to participate in Fall Festival.
Parents are welcome to participate in classroom activities by the classroom teacher.
Parents are welcome to eat lunch with their child.
Grandparents are invited to Grandparents Day.
Parents and Grandparents are invited to the Book Fair.
Parents are invited to all PTO meetings and school programs.
Parents and family members are invited to the A/B Honor Roll Assembly at the end of the year.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Pine Grove newsletters are sent home regularly to keep parents informed of upcoming events.
Pine Grove updates the Digital Display Board located in front of the school.
School agenda contains upcoming events within the school and classroom.
The use of the school website, Facebook page, and School-Messenger.
The Parent/Student Handbook also contains a school calendar of events.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Information for parents with limited English proficiency is translated into their written language via support from the BCBE central office which has the capacity to do so before it is sent home. PGE is also handicap accessible for those parents who wish to physically be a part of school functions. In addition, we utilize our LEA ESL Parent Liaison/Interpreter for communication with Spanish-speaking limited English proficient parents. This parent liaison is also available for connecting other language parents with our school. Individualized English Language Plans are agreed upon with the parent and other educators to ensure the best plan for the ELL student's education and acquisition of the English language. We also utilize our document translator for written documents. This person provides school documents and forms as requested by teachers and administrators.

DRAFT