ACIP

Pine Level Elementary School

Autauga County Board of Education

Mrs. Christen Harry, Principal
2040 Highway 31 North
Deatsville, AL 36022

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Executive Summary

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.

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 Level Elementary School (PLES) is situated in the rural community of Pine Level in central Alabama, north of Prattville and west of Deatsville. Located in Northwest Autauga County some 17 miles from Montgomery, Alabama, Pine Level is comprised of approximately eighteen subdivisions and has a population of around 8,000 people. Athletic and civic organizations in the Pine Level community utilize the school campus to host practices and conduct meetings, making PLES a gathering place for many citizens. In fact, several citizens joined together to pay for lighting of the school's large fields for evening activities. PLES is positioned on US Highway 31 and is two miles from Interstate 65 making the school easily accessible to families and visitors alike. PLES has access to cultural, historical and athletic venues that both Montgomery and Birmingham have to offer. As with any institution, PLES has experienced changes over the last three years. One important aspect for our school is the 2014 addition of two Pre-K classes and the 2015 addition of a third Pre-K class. School readiness has long been a concern for the faculty and staff of Pine Level Elementary. Many of our kindergarten students enter the school setting lacking basic social and academic readiness. Kindergarten students, who were enrolled in Pre-K last year, began school with greater confidence and excitement than their counterparts. Teachers were able to utilize these students as class helpers on the first day of school. A second important change affecting Pine Level Elementary School which should be noted is tied to the economy. Over the last three years the student population at Pine Level Elementary School decreased. Since the fall of 2011, the student body numbered in the lower nine hundred to upper eight hundred range. Aggravating factors such as economic recession and a sluggish job market kept the community from continuing the rapid growth it experienced during the 2008-2010 years. Many homes that were built to accommodate projected population growth remain vacant. PLES enrollment for the current year has shown considerable gain. It is hoped that this rise indicates a healthier economy for this community. Currently, PLES houses 944 students in grades pre-kindergarten through five with 65 certified staff members and 26 support staff members totaling 91. Demographic data reveals that the student population is 82.1% white, 13.1% black, 3.2% Hispanic and a combination of other is 1.6%. Slightly more than 50% of the student population receives federal lunch assistance assigning PLES school-wide Title I status. PLES has developed very successful relationships with several postsecondary institutions: Auburn University Montgomery, University of Alabama, Faulkner University, Troy University Montgomery, Alabama State University and the University of South Alabama. Numerous teacher interns and lab students are assigned to PLES each semester to receive quality field experiences where excellence is the standard.

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.

"Learning Today...Leading Tomorrow," is the vision of the Autauga County School System. This thread of "excellence" resounds throughout Autauga County connecting all schools with the district's vision and mission. The district's mission is: "To provide excellent educational opportunities necessary for all students to be successful in life." The vision and mission of Pine Level Elementary School (PLES) beautifully compliments these declarations of commitment by highest levels of leadership in the county. "Achieving Excellence" is the vision of this great school. Along with district leaders, the staff of PLES is cognizant that excellence is gained through intentional and purposeful planning and careful execution of those plans. In concert with district leaders, the desire to instill a love for lifelong learning and develop traits of good citizenry in students is shared by all PLES stakeholders and is the cornerstone of its mission. "It is the mission of Pine Level Elementary School to produce excellent, life-long learners who reach their full potential and become responsible citizens." (Michael Fierro, student) This mission serves as the impetus for instructional change. The faculty and staff are challenged to reflect upon the mission and allow it to influence their choices as they plan for quality instruction. Teachers are charged with the task of developing standards-based data driven lessons that motivate, engage, challenge and inspire students to strive for excellence. Our theme for the 2018-2019 school year is, "When we are UNITED, there is nothing we can't do!" Our motto, "Be United. Work Hard. See Growth." propels our faculty and students towards academic and social GROWTH. High expectations are communicated to all stakeholders. One of PLES's greatest strengths is its human resources. As stakeholders have met countless times during the years, strong beliefs have been forged that guide our mission efforts: all students can learn and should be held to high expectations; students must have a safe environment in which to learn; students play an integral part in their learning; and education is a partnership between school and community. Students participate in discussions regarding the school's purpose and mission. They are often reminded of their role in their education and how school, home and community must work as a team to ensure that they receive the best that this school can offer them. At the onset of each school year, teachers, parents and students discuss and sign a School-Parent Compact. This document is used throughout the year to remind each stakeholder of the expectations that have been set and the commitment that has been made. High expectations provide the foundation upon which daily operations and instruction are executed. All stakeholder groups of PLES desire to create an environment of learning that supports every aspect of its students' development. In order to do so, several school-wide strategies designed to help all students achieve important social and learning goals have been implemented. Students excel academically when teachers are able to maximize instruction due to minimal behavior issues. Pine Level Elementary School has fully embraced Positive Behavior Intervention Support (PBIS) in order to create a paradigm shift in student behavior and discipline. Through PBIS, the school aims to establish a framework in which positive behavior is the norm. Preventive measures, teaching and re-teaching of expectations and reinforcement-based strategies have been noted as the fundamentals of successfully implementing PBS. Rules and procedures for behaviors that are expected in all areas of the school have been established: halls, media center, cafeteria, gymnasium, classrooms and playground. These expectations are consistently taught so that students know what is expected of them. Emphasis is placed on anti-bullying behaviors. Rules and procedures are developed to specifically address respecting others. These guidelines minimize bullying behaviors and provide a safer school environment. By applying consistent consequences and positive reinforcement for all students, detailing expected behaviors, and teaching those to students in a positive way, PLES provides a common language for everyone in the building, including students, teachers, front office staff, support staff and paraprofessionals. Students are rewarded frequently for their great behavior with praise, special activities and other incentives such as Free Friday Break, Hallway Golden Tickets, Positive Post Cards home, Positive Behavior Referrals, and Positive Student of the Month. By helping students practice good behavior, faculty and staff are building a learning community where students can succeed and grow. CLAW Expectations is implemented on a daily basis. Students are taught four overarching rules of the school, and these are recited together every day as part of our morning announcements. These expectations are: C-Come prepared; L-Listen and learn; A-Act respectfully; and W-Work

hard. Pine Level Panthers are rallied to "Give 'em the CLAW!" In an effort to maintain orderliness throughout our building, students walk on a path of painted paws on the hall floors. Throughout the building, it is common to hear, "Walk on the paws, please." Teachers utilize grade level discipline plans in their classrooms that incorporate these school rules so that students remain safe, learning time is protected and consistency exists across all grade levels. Expectations for academic excellence have been raised through the adoption and implementation of national Common Core Standards and Alabama College and Career Ready Standards. STEM concepts are being implemented with emphasis on Engineering and the 4 C's: creativity, collaboration, critical thinking, and communication. Students are challenged to think more critically and develop deeper understanding of concepts. As a result, staff and students set SMART goals and both work together to ensure success. Parents are asked to support student goals by ensuring students are prepared for learning through their attendance. Parents borrow instructional activities from the PLES Family Resource Center to use at home as they reinforce concepts and skills their children are learning throughout the school day. Businesses are solicited to support learning by partnering with the school in a variety of ways.

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 Level Elementary School has received both individual and corporate recognition. Many of our students participate in a variety of community athletic organizations. Students have ranked in top positions at state and regional meets. Several students have competed in cultural events (art, music and dance) and been awarded honors at state, regional, and national competitions. Teachers have been chosen for local and regional awards and as grant recipients. In the spring of 2014 PLES was awarded two grants (Plus Grant and Tiered Grant) to implement Autauga County's first public school First Class Pre-K Program. In the spring of 2015, PLES was awarded a Developmental Grant to implement a third First Class Pre-K classroom. Each grant funds one classroom to provide high quality developmentally appropriate instruction to children of Autauga County who turn four years old on or before September 1. Pine Level Elementary is a school of distinction both locally and at the state level. Students receive data driven instruction, consistently achieve high scores on state assessments and receive local recognition. In Winter of 2018, Pine Level Elementary School was awarded the 2017 Attorney General's Safe School Award. PLES recognizes that students must be afforded a safe and clean environment in which to learn and grow academically. Pine Level Elementary was also selected to be an official Bicentennial School of Alabama which came with a $2,000 for activities to increase students awareness of the great state of Alabama in which we live. Most recently, Pine Level was recognized by Governor Kay Ivey as being in the Top 50 Schools for 3rd grade Reading Gains in the 2017-2018 State Scantron test. This recognition came with $20,000 for the school to enhance our academic programs.

One of the greatest improvements of which Pine Level Elementary School is most proud is found in the community relationships that have been developed and the bridges that have been built with its constituents. Due to the complexity of the rural environment in which PLES is located, it has taken many years to be recognized as a flagship in this community. Considerable effort has been exerted in creating a reputation of being a school that cares about the health of this community and seeks to contribute to its welfare. The staff models compassion as they provide assistance to families experiencing loss. They lead by example. Numerous fundraisers/drives throughout the school year emphasize giving back to help those in need. A second area of significant improvement has occurred within the walls of Pine Level Elementary School. The culture of the school has undergone positive changes over recent years. The staff has striven to eliminate barriers that threaten to divide and interfere with their quest for excellence and growth. The theme for this year is "When we are UNITED, there is nothing we can't do!" This theme supports the school's vision and compliments the county's vision as well. It is interesting to note that the two areas of greatest gain are also areas of focus in coming years. In addition to providing the best education in the state, PLES will continue to build capacity in its stakeholders through strengthening existing relationships and forging new partnerships. The potential for growth in this area of Autauga County is limitless. Pine Level Elementary School is resolved to continue its outreach and promote its vision and mission. Building community, where each person is recognized as a valuable part of the whole, will remain a priority. Although Pine Level Elementary School is only twenty years old and considered to be a relatively young school, it has established itself as a leader in Autauga County and beyond. PLES is known for its standard of excellence. The commitment of its stakeholders in the creation of a learning environment that equips students who are academically, behaviorally and socially prepared to participate in the next level of their education, further demonstrates this excellence. The future is sure to bring changes and challenges that this community and school will have to address. Pine Level Elementary School can be depended upon to continue to meet rigorous academic, financial and social challenges with no less commitment than it has in the past.

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 Level Elementary School has received both individual and corporate recognition. Many of our students participate in a variety of community athletic organizations. Students have ranked in top positions at state and regional meets. Several students have competed in cultural events (art, music and dance) and been awarded honors at state, regional, and national competitions. Teachers have been chosen for local and regional awards and as grant recipients. In the spring of 2014 PLES was awarded two grants (Plus Grant and Tiered Grant) to implement Autauga County's first public school First Class Pre-K Program. In the spring of 2015, PLES was awarded a Developmental Grant to implement a third First Class Pre-K classroom. Each grant funds one classroom to provide high quality developmentally appropriate instruction to children of Autauga County who turn four years old on or before September 1. Pine Level Elementary is a school of distinction both locally and at the state level. Students receive data driven instruction, consistently achieve high scores on state assessments and receive local recognition. In Winter of 2018, Pine Level Elementary School was awarded the 2017 Attorney General's Safe School Award. PLES recognizes that students must be afforded a safe and clean environment in which to learn and grow academically. Pine Level Elementary was also selected to be an official Bicentennial School of Alabama which came with a $2,000 for activities to increase students awareness of the great state of Alabama in which we live. Most recently, Pine Level was recognized by Governor Kay Ivey as being in the Top 50 Schools for 3rd grade Reading Gains in the 2017-2018 State Scantron test. This recognition came with $20,000 for the school to enhance our academic programs.

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Improvement Plan Stakeholder Involvement

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.

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.

In the spring of each year, faculty is asked to volunteer for various committees for the following school year. The Title I/aCIP is one of these committees. Parameters are set to include administrators, the Reading Specialist, the technology coordinator, teachers that represent the span of grade-levels, one faculty representative from resource, one representative from the APT, parent representatives and two representatives from the community. The parents and community representatives are asked to be a part of the committee in May. Any additional interested parties are welcome to join the committee. Meetings are calendared for the upcoming school year and members are notified via email and/or phone call. Reminders are sent a week prior to each meeting to ensure attendance. Meetings are scheduled after school to accommodate members' schedules. Agendas and signatures sheets are maintained in the school's Title I documentation files.

Title I/aCIP Committee

Christen Harry Principal

Jeff Stockman Assistant Principal

Donna Hoomes Assistant Principal

Lesley Rogers Reading Specialist

Diane Seamon Technology/Media

Lydia Hindman Pre-K/Kindergarten

Jessica Shavers First Grade

Stephanie Rowell Second/Third Grade

Lisa Brasher, Fourth/Fifth Grade

Shelly Sims Resource Teacher

Lisa Burns Resource Teacher

Carmen Healan APT Parent Representative

Latasha Powe Parent Representative

Demetrius Powe Parent Representative

Brandy Wohlers Parent Representative

Phil Winningham Boone's Chapel Pastor Community Representative

Jessica Wessler CAEC Community Representative

For our technology committee, our principal asked for volunteers to sign up to be on the committee for the 2018-2018 school year. Parents and community members that are active at Pine Level Elementary School were asked if they would be a part of our Technology Committee. Mrs. Harry is on the committee along with our Library/Media Specialist, one person from each grade level, and community members. These individuals are invested in the integration of technology in our school. Meetings are scheduled regularly or as the need arises for input on budgeting, purchases, the technology plan, workshop or training needs, technology needs and other problems or improvements needed. The members of the team collaborate with grade level peers and parent representatives for input and after the meeting, for distributing information.

The technology committee members include:

Christen Harry Principal

Diane Seamon Technology/Media - Chairperson

Migda Thomas   Kindergarten

Christia Robinson First Grade

Keisha Sharpe Second Grade

Deborah Turner Second Grade

Jennifer Smith Second Grade

Tonya Chandler Third Grade

JoAnne Madison Third Grade

Amanda Dickey Fourth Grade

Melissa Lancaster Fifth Grade

Tracey Edmondson Fifth Grade

Kim Freeman Resource

Melinda Hollon, Community Member

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

In the spring of each year, faculty is assigned to various committees for the following school year. The Title I/CIP is one of these committees. Parameters are set to include administrators, technology coordinator, one faculty representative from each grade level span, one faculty representative from resource, one representative from the APT, representatives from parents group and two representative from the community. The parent and community representatives are asked to be a part of the committee in May. This committee is a diversified group and is responsible for any decision-making (program or financial) regarding the Continuous Improvement Plan (CIP) and the distribution of any needed information to their constituency groups. Those attending these meetings are responsible for reviewing data to determine levels of academic achievement and other indicators of success. The committee oversees the identifying of needs, planning, creating, implementing and monitoring of the CIP. The committee participates in an annual evaluation of the CIP that takes place in the spring of each year. For the Technology Plan, the principal, media specialist and representatives from different grade levels collaborate with grade level members and parents, review survey results, use Educate Alabama data, needs assessment data and make observations. This information is used to give input into the technology needs for our school and for our Technology Plan through meetings and email. Each member is encouraged to give their suggestions and help in the decision making process.

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 Title I/CIP Committee contributes to the development of the school's Continuous Improvement Plan (CIP). During formal committee meetings, members participate in identifying needs that become the goals of the CIP, revising portions of the plan and approving the plan. Members of the Title I/CIP Committee are continually informed of the progress of the plan. Faculty members discuss the plan informally and formally at faculty, leadership, and data meetings. Other members of the committee are very involved in school events and are present at the school multiple times during any given week. Frequent conversations occur about the plan, and it is easy to show members the plan in progress and get immediate feedback. Once the Technology Plan was completed, it was communicated to the entire faculty through email and at a faculty meeting. The progress of achieving goals is shared at faculty meetings throughout the year. Both plans are to be uploaded to

our website and shared at the next APT meeting to inform other stakeholders.

Student Performance Diagnostic

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.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Open House - Data & aCIP goals Student Data Diagnostics 2018-2019	Open House Data & aCIP Goals Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

The following areas were above the expected levels GAINS/GROWTH performance SY16-17 to SY17-18 (ROC - Rate of Change in %):

2nd grade Reading - +25 ROC

4th grade Math - +16 ROC

Scantron Proficiency Scores from Spring 2018 cannot be compared to Scantron Proficiency Scores from Spring 2017 due to the fact that the Proficiency Performance Bands for the State of Alabama were established in September 2018.

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

Spring 2018 Scantron Data shows the following positive trends compared to data from the Spring 2017 Scantron Data:

Overall Reading Met Annual Target % increased +5.

Spring 2018 Scantron Data shows the following positive trends compared to data from the Spring 2017 Scantron Data:

Overall Math Met Annual Target % increased +5.

Scantron Proficiency Scores from Spring 2018 cannot be compared to Scantron Proficiency Scores from Spring 2017 due to the fact that the Proficiency Performance Bands for the State of Alabama were established in September 2018.

Which area(s) indicate the overall highest performance?

According to the data from the 2018 Spring Scantron, 3rd grade Math was the highest overall scoring sub-test in grades 3-5 with 67% of students scoring Proficient according to the Alabama Standard of Proficiency.

Scantron Proficiency Scores from Spring 2018 cannot be compared to Scantron Proficiency Scores from Spring 2017 due to the fact that the Proficiency Performance Bands for the State of Alabama were established in September 2018.

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

2018 Spring Scantron Data shows the following subgroups with the highest performance of proficiency:

3rd grade Math - Females, 68% Proficiency
3rd grade Math - African American, 65% Proficiency

4th grade Reading - Females, 58% Proficiency
4th grade Math - White, 57% Proficiency

5th grade Math - Males, 60% Proficiency
5th grade Reading - Hispanic, 60% Proficiency

Scantron Proficiency Scores from Spring 2018 cannot be compared to Scantron Proficiency Scores from Spring 2017 due to the fact that the Proficiency Performance Bands for the State of Alabama were just established in September 2018.

**There are no other data sources to compare this data with considering that Scantron was previously our supplemental data source. When the state determined that Scantron would be the Official State Test, no other program was provided as a secondary data source to gather comparable data. **

Between which subgroups is the achievement gap closing?

2018 Spring Scantron Data reveals the proficiency for the following subgroups by content area:

3rd grade Math African American - 65% Proficiency

4th grade Free/Reduced Math - 48% Proficiency

5th grade Reading Hispanics - 60% Proficiency

Scantron Proficiency Scores from Spring 2018 cannot be compared to Scantron Proficiency Scores from Spring 2017 due to the fact that the Proficiency Performance Bands for the State of Alabama were established in September 2018.

**There are no other data sources to compare this data with considering that Scantron was previously our supplemental data source. When the state determined that Scantron would be the Official State Test, no other program was provided as a secondary data source to gather comparable data. **

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

There are no other data sources to compare this data with considering that Scantron was previously our supplemental data source. When the state determined that Scantron would be the Official State Test, no other program was provided as a secondary data source to gather comparable data.

Areas in Need of Improvement

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

The following areas were below the expected levels of GAINS/GROWTH performance SY16-17 to SY17-18 (ROC - Rate of Change in %):

4th grade Reading: -3% ROC

5th grade Math: -1% ROC

Scantron Proficiency Scores from Spring 2018 cannot be compared to Scantron Proficiency Scores from Spring 2017 due to the fact that the Proficiency Performance Bands for the State of Alabama were established in September 2018.

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

Spring 2018 Scantron Data shows the following negative trends compared to data from the Spring 2017 Scantron Data:

4th Grade Reading Met Annual Target % decreased by 3%.

5th Grade Math Met Annual Target % decreased by 1%.

Scantron Proficiency Scores from Spring 2018 cannot be compared to Scantron Proficiency Scores from Spring 2017 due to the fact that the Proficiency Performance Bands for the State of Alabama were established in September 2018.

Which area(s) indicate the overall lowest performance?

According to the data from the 2018 Spring Scantron, 5th grade Reading was the lowest overall scoring sub-test in grades 3-5 with 51% of students scoring Proficient according to the Alabama Standard of Proficiency.

Scantron Proficiency Scores from Spring 2018 cannot be compared to Scantron Proficiency Scores from Spring 2017 due to the fact that the Proficiency Performance Bands for the State of Alabama were established in September 2018.

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

2018 Spring Scantron Data shows the following subgroups with the lowest performance of proficiency:

3rd grade Reading - IEP, 9% Proficiency
3rd grade Math - EL, 33% Proficiency

4th grade Reading - IEP, 6% Proficiency
4th grade Math - African American, 27% Proficiency

5th grade Reading - Free/Reduced, 41% Proficiency
5th grade Math - IEP, 6% Proficiency

Scantron Proficiency Scores from Spring 2018 cannot be compared to Scantron Proficiency Scores from Spring 2017 due to the fact that the Proficiency Performance Bands for the State of Alabama were established in September 2018.

**There are no other data sources to compare this data with considering that Scantron was previously our supplemental data source. When the state determined that Scantron would be the Official State Test, no other program was provided as a secondary data source to gather comparable data. **

Between which subgroups is the achievement gap becoming greater?

2018 Spring Scantron Data reveals the proficiency for the following subgroups by content area:

3rd grade Math IEP - 14% Proficiency
3rd grade Reading IEP - 9% Proficiency

4th grade Math IEP - 13% Proficiency
4th grade Reading IEP - 6% Proficiency

5th grade Math IEP - 6% Proficiency
5th grade Reading IEP - 13% Proficiency

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

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Report Summary

Scores By Section

Section Score
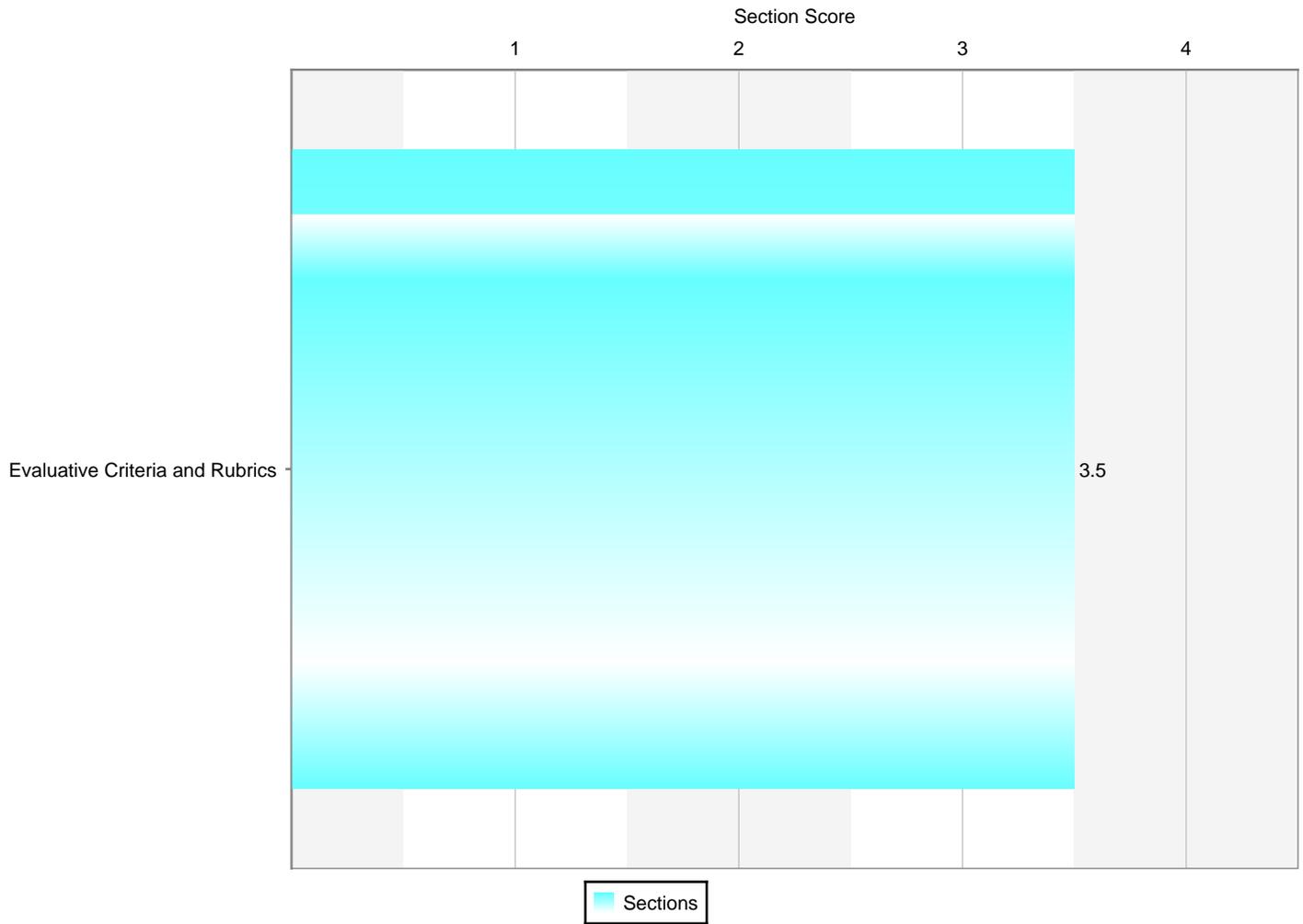
ACIP Assurances

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.

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		aCIP Leadership Advisory Committee Meeting

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	Assurance 2	Assurance 2

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	Assurance 3	Assurance 3

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	Assurance 4	Assurance 4

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	Assurance 5	Assurance 5

2018-2019 Goals & Plans

Overview

Plan Name

2018-2019 Goals & Plans

Plan Description

2018-2019 Goals & Plans

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	Reading: Students will demonstrate reading proficiency across all grade levels. Students will increase reading experiences with increasingly complex texts from a variety of different genres across disciplines.	Objectives: 3 Strategies: 6 Activities: 26	Academic	$223302
2	Math: Students will demonstrate applied math concepts across all grade levels. K - 2nd will focus on basic math computations and fluency, 3rd and 4th will focus on numbers and operations and 5th will focus on data analysis and probability.	Objectives: 3 Strategies: 4 Activities: 13	Academic	$9245
3	Implement Positive Behavior Management	Objectives: 1 Strategies: 1 Activities: 6	Organizational	$0
4	Promote Attendance	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$0
5	Writing: Students will demonstrate proficiency in various types of writing with clear and focused ideas, fully developing the ideas, and providing details that support the main idea while organizing the writing logically, purposefully, and effectively.	Objectives: 2 Strategies: 4 Activities: 11	Academic	$0

Goal 1: Reading: Students will demonstrate reading proficiency across all grade levels. Students will increase reading experiences with increasingly complex texts from a variety of different genres across disciplines.

Measurable Objective 1:

75% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering reading comprehension questions in Reading by 05/24/2019 as measured by Unit Tests and Scantron assessment.

Strategy 1:

Data Driven Instruction - Teachers will analyze data from Scantron to drive instruction across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and

Steve Fleming (November 2012)

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to facilitate professional growth, teachers will review, reflect, and evaluate the use of instructional practices using the EPG, CCRS, curriculum resources and pacing calendars. These activities will help determine how to vertically align standards across the grade levels in order to bridge the gap between the key areas of weakness.	Professional Learning	08/01/2018	05/24/2019	$0	No Funding Required	All certified staff will participate in grade level meetings.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will present individual teachers with data from beginning, middle and end Scantron testing. All involved will analyze the data and work to identify the key areas of weakness. Additionally, strategies to address these weaknesses will be discussed.	Academic Support Program, Professional Learning	08/01/2018	05/24/2019	$0	No Funding Required	All certified staff will participate in data meetings.

Activity - Administrator Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Administrators will attend CLAS Annual Conference, Ron Clark Academy and Assistant Principal Conference. Administrators & Teachers will select break-out sessions that support understanding of CCRS and reading comprehension-especially informational texts. Administrators will use information gained for instructional leadership.
Breakdown of Expenses is as follows:
Ron Clark $4,250.00
AP $250.00
CLAS $500.00 | Professional Learning | 01/07/2019 | 06/12/2019 | $5000 | Title I Part A | Principal Assistant Principals Teachers |

Activity - 4 C's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the 4 C's - Communication, Collaboration, Critical Thinking, and Creativity in their lessons daily.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	All Certified Staff.

Activity - Certified Staff Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified Staff will participate in professional development activities such as the Ron Clark Academy, Technology Conference, County PD trainings, Local School Technology trainings, County and Local School Multi-Sensory Training, County Formative Assessment Training, County and Local Rigor in Your Classroom PD etc...	Professional Learning	08/01/2018	05/24/2019	$14508	Title I Part A, Title II Part A	All Certified Staff

Activity - Focus on CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss CCRS and Vertical Alignment to better understand expectations and how to design instruction based on those standards. Teachers will post standards in the classroom and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master. Academic vocabulary word walls will be posted in every classroom and used during daily announcements to assist in the understanding of the standards. Standards are documented in Lesson Plans.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	All certified staff are responsible for the implementation of the CCRS.

Activity - Multi-Sensory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use multi-sensory strategies in the classroom to improve students' ability to decode single and multisyllabic words in complex text.	Academic Support Program, Professional Learning	08/01/2018	05/24/2019	$0	No Funding Required	Reading Specialist K-3 All Teachers

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Student Goal Setting - Teachers will sit down with students individually and set SMART goals according to grades, testing data and formative assessments. Students will participate in setting their goals. These goals will be reviewed twice each 9 weeks. | Academic Support Program | 09/07/2018 | 05/24/2019 | $0 | No Funding Required | All Certified Staff |

Strategy 2:

Resources - Title I money will be used to purchase instructional-student classroom supplies.

Category: Align Fiscal Resources

Activity - Parent Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I funds will be used to purchase readiness packets, calendar magnets, and parent mailings. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	08/01/2018	05/24/2019	$3543	Title I Part A	Administrators

Activity - Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I funds will be used to purchase educational software and hardware to support instruction and learning. iPads, Chromebooks, computers, smart boards and educational software (BrainPop, Discovery Education, AR) and instructional equipment will be purchased and available for use.	Technology	11/01/2018	05/24/2019	$135996	Title I Part A	Technology Coordinator and all Administrators

Activity - Parent Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Funds have been previously used for a variety of technology for student instructional purposes. We will provide technology training for parents on how to use the technology resources their children are learning to use in school.	Parent Involvement	09/25/2018	05/24/2019	$0	No Funding Required	Media Specialist & Leadership Team

Activity - Multi-Sensory Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Funds will be used to purchase additional materials for teachers to better implement multi-sensory strategies in their classrooms. Kindergarten Trait Crates that use multi-sensory instructional materials for phonemic awareness, phonics, fluency, vocabulary, and comprehension will be purchased and available for use.	Academic Support Program, Professional Learning	11/01/2018	05/24/2019	$1000	Title I Part A	Administration, Reading Specialist, Teachers

Activity - Community Partnership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and Staff will pursue a community partnership that will commit and invest into the academic success of Pine Level students and building leaders for tomorrow.	Community Engagement	08/01/2018	05/24/2019	$0	No Funding Required	Leadership Team

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and informational texts   in Reading by 05/24/2019 as measured by teacher observation and anecdotal notes.

Strategy 1:

Text Identification - Students will identify literary and informational texts across all content areas within the classroom and school.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

Activity - Classroom Libraries	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify both literary and informational texts (excluding textbooks) that are located within the classroom libraries, trade books, and ebooks.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Certified staff

Activity - School Library	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will identify literary and informational texts and their locations within the school library, class library and ebooks/online.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Faculty and Support Staff

Activity - Informational Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Faculty and Support Staff

Measurable Objective 3:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/24/2019 as measured by Unit Tests, Scantron, and Teacher-made Assessments as appropriate for age.

Strategy 1:

Best Practices - Teachers will implement best teaching practices.

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

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model how to go back and find evidence in the text during Read Alouds, "I do, We do, y'all do, you do," Post-it notes examples, highlight important information, small and whole group.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Faculty and Support Staff

Activity - Guided Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will assist students in locating evidence from texts through guided instruction in whole and small group, Think Alouds, using close reading strategies, underlining key wording and leading evidenced based conversations using a variety of texts across all content areas. | Academic Support Program | 08/01/2018 | 05/24/2019 | $0 | No Funding Required | Faculty and Support Staff |

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessment techniques such as exit slips, thumbs up/down, higher order questioning techniques, quick writes, journaling, constructed response items (using county rubric), etc...	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Faculty and Support Staff

Activity - iPad Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IPads are used as a center for reading passages and answering questions related to text and vocabulary. Each teacher has 6 iPads set aside for this center.	Technology	11/01/2018	05/24/2019	$0	No Funding Required	Teachers, Media Specialist

Activity - EL Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help EL students become familiar with locating evidence using text-dependent questions in Reading. They will work with EL students in writing to become familiar with answering these questions.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	All Certified Staff

Activity - Real Life Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will connect content to real life experiences with the guidance of their teacher and faculty.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	All Certified Staff

Strategy 2:

Lesson Design - Teachers will design rigorous strategic lessons to include discussions in which students must find evidence in the text across all content areas.

Lesson plans will be turned in weekly to Administration.

Category: Develop/Implement College and Career Ready Standards

Activity - PD Training - Rigor, Stem, Teamwork, Vertical Alignment, etc..	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified Faculty will participate in book studies to learn strategies on how to increase rigor, teamwork, and content knowledge for vertical alignment for all students within their classroom. Book Study discussions will be held during Data Meetings and Faculty Meetings.	Professional Learning	08/01/2018	05/24/2019	$3000	Title I Part A	All Certified Staff

Activity - Content Area Planning Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will work together within their content areas to design lessons that have the following components: Alignment with CCRS, 4C's, Technology, Writing, Rigor, and Formative Assessments. | Academic Support Program | 08/01/2018 | 05/24/2019 | $0 | No Funding Required | Certified Staff |

Activity - STEM Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff will attend a CLAS workshop entitled "Become a STEM Certified School or District". Upon completion of this workshop, these individuals will host turn around training to school staff in an effort to better help all teachers successfully implement STEM activities in their classrooms.	Professional Learning	09/12/2018	05/24/2019	$0	No Funding Required	All certified staff.

Strategy 3:

Highly Effective Teachers. - Title I money will be used to partially fund 3 Pre-K teaching positions. Money will also be budgeted to fund substitutes for each of the Pre-K teachers.

Category: Develop /Implement Leader Effectiveness Plan

Activity - Hire Highly Effective Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I money will be used to partially fund 3 Pre-K teaching positions. Money will also be budgeted to fund substitutes for each of the Pre-K teachers.	Recruitment and Retention	08/01/2018	05/24/2019	$60255	Title I Part A	Administrators

Goal 2: Math: Students will demonstrate applied math concepts across all grade levels. K - 2nd will focus on basic math computations and fluency, 3rd and 4th will focus on numbers and operations and 5th will focus on data analysis and probability.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency and application in Mathematics by 05/24/2019 as measured by Topic tests and Scantron..

Strategy 1:

Professional Development - Teachers will discuss proficiency of computational fluency, problem solving and application demonstrated through the STEM model in order to improve standards-based instruction. Teachers will network with educators across the district and locally to gain teaching ideas and practices to address the math goal identified through the PLES Needs Assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and

Steve Fleming (November 2012)

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and discuss CCRS during district and local in-service opportunities as well as grade level meetings. During this time teachers have the opportunity to plan STEM activities.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Teachers

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review local curriculum guide-Math Pacing Guide during grade level and monthly data meetings. Discussion will occur in the grade-level meetings of what is and is not working for the students. During data meetings, teachers will review and analyze various data and discuss vertical alignment needed to prepare students as they transition to the next grade. Teachers will review, reflect, and evaluate the use of instructional practices using the EPG, CCRS, etc... All this information will be used to determine what skills need to be retaught.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Standards and Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master. Academic vocabulary will be incorporated in the morning announcements and displayed in the classroom. Some teachers use vocabulary journals and/or interactive notebooks in their instruction.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Certified Staff

Activity - STEM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM activities will incorporate Science, Technology, Engineering, and Math. Teachers will receive and put into practice ongoing training on incorporating standards based STEM activities.	Academic Support Program, Professional Learning	08/01/2018	05/24/2019	$0	No Funding Required	All Teachers

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will sit down with each student individually and set SMART goals according to grades, testing data and formative assessments.   Students will participate in setting their goals. These goals will be reviewed twice each 9 weeks. | Academic Support Program | 09/07/2018 | 05/24/2019 | $0 | No Funding Required | All Certified Staff |

Strategy 2:

Resources - Title I money will be used to purchase instructional-student classroom supplies and provide for parental engagement activities.

Category: Align Fiscal Resources

Activity - Outdoor Academic Carnival	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend an academic carnival held on the grounds of PLES. This carnival will include various animal related activities such as a petting zoo and pony rides. The purpose of the carnival is to encourage parents to become engaged with regards to learning about wildlife with their children. This activity will encompass all academic areas with a specific emphasis on math & science.	Academic Support Program, Parent Involvement	04/09/2019	05/24/2019	$500	Title I Part A	Teachers and Administration

Activity - STEM Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM Lab - Resources will be purchased with Title I money to begin developing a STEM lab where teachers will have a location and materials to conduct standard based STEM activities.	Academic Support Program	11/01/2018	05/24/2019	$8745	Title I Part A	All Certified Staff

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in recognizing academic vocabulary contained in standards and across school environment in Mathematics by 05/24/2019 as measured by Teacher observations, discussions and anecdotal notes.

Strategy 1:

Academic Vocabulary - Faculty and staff will teach academic vocabulary found in standards, in content areas and throughout the school environment.

Category: Develop/Implement Learning Supports

Activity - Active Word Walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify academic vocabulary in the CCRS and assist students in understanding it by using active word walls within their classrooms.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	All Faculty and Support Staff

Activity - Vocabulary Focus - School-wide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display the academic vocabulary word announced weekly during morning announcements. Teachers and support staff will incorporate the weekly academic vocabulary word throughout their instruction.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	All Faculty and Support Staff

Measurable Objective 3:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/24/2019 as measured by Topic Tests & Scantron.

Strategy 1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Rigor in Your Classroom, DOK Notebook, Smart Lessons, etc. to provide instruction and

practice for math concepts and skills.

Category: Develop/Implement Learning Supports

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - Utilize Math Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use supplemental resources for whole group and small group instruction. Performance Coach, Achievement Series, Smart Lessons, Pearson Success, and additional resources will be incorporated into instruction to allow students to apply math knowledge, concepts and skills.	Direct Instruction	08/01/2018	05/24/2019	$0	No Funding Required	All Administrators and Teachers

Activity - iPad Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IPads are used as a Center in each classroom for math instruction such as Ten Marks, Khan Academy, and other math instructional games. Each classroom has 6 iPads to use for this Center.	Technology	08/06/2018	05/24/2019	$0	No Funding Required	Teachers, Media Specialist

Activity - Real Life Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will connect content to real life experience with the guidance of their teacher and faculty.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	All Certified Staff

Activity - Community Partnership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and Staff will pursue a community partnership that will commit and invest into the academic success of Pine Level students and building leaders for tomorrow.	Community Engagement	01/08/2018	05/24/2019	$0	No Funding Required	Leadership Team

Goal 3: Implement Positive Behavior Management

Measurable Objective 1:

collaborate to implement school-wide behavior management procedures by 05/24/2019 as measured by number of office referrals received .

Strategy 1:

Implement Positive Behavior Interventions and Supports (PBIS) - All faculty and staff will implement positive behavior management techniques. High expectations for good behavior will be established and communicated. Teachers will establish classroom discipline plans. The Positive Behavior Interventions and Supports (PBIS) and Discipline Committees will meet to discuss and analyze program effectiveness.

Category: Develop/Implement Learning Supports

Activity - School-wide Behavior Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the CLAW topic. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout the school environment. All students will recite CLAW as part of the morning announcements.	Behavioral Support Program	08/12/2015	05/24/2019	$0	No Funding Required	All faculty and staff

Activity - Positve Behavior Referrals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will choose one student per month to receive a positive behavior referral. These students will be called to the office and given a reward from administration.	Behavioral Support Program	08/01/2016	05/24/2019	$0	No Funding Required	Teachers & Administration

Activity - Free Friday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Free Friday is an extra break for students that have gone a month without an office referral and have gone the current week without any SBRs. Students come outside for a break while the teachers enjoy a break of their own. "Golden" tickets will be awarded to students who have exhibited exceptional positive behavior. These tickets entitle recipient students to a free snack of their choice.	Behavioral Support Program	08/01/2016	05/24/2019	$0	No Funding Required	Certified Staff

Activity - Positive Behavior Postcards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will be provided a note card to write a positive personal note to the student of their choosing. These will be provided twice each nine weeks grading period.	Behavioral Support Program	09/10/2018	05/24/2019	$0	No Funding Required	Certified Staff

Activity - Student of the Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Each month one student per grade is recognized for following our CLAW expectations in an exemplary manner. Our counselors prepare special prize packets for these students. The students' names are announced over the intercom for them to come to the office to receive their packets. Furthermore, a group photograph is taken and posted to our school Instagram account. | Behavioral Support Program | 09/07/2018 | 05/24/2019 | $0 | No Funding Required | Certified Staff |

Activity - CLAWStar Tickets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will randomly award CLAWStar tickets to students "caught" exhibiting positive character/behavior throughout our campus. After receiving a ticket, the student will present the ticket to his/her classroom teacher. The classroom teacher will then reward the student. This reward will be incorporated in to the teacher's current reward system for their classroom. This could be as simple as the student being allowed to move his/her pin up on the behavior chart or putting his/her name in the class bucket.	Behavioral Support Program	09/07/2018	05/24/2019	$0	No Funding Required	Certified Staff

Goal 4: Promote Attendance

Measurable Objective 1:

collaborate to address student attendance by 05/24/2019 as measured by number of student absences .

Strategy 1:

Maintain and communicate student attendance - Faculty and staff will utilize INOW to maintain attendance records. INOW automated system will contact parents daily regarding student absences. Administrators will contact parents regarding student attendance. The importance of attendance is discussed at all parent gatherings. A district liaison will meet with parents whose students have attendance issues. Attendance Committee will meet to generate ideas to promote and reward attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 2006)

Activity - Maintain Attendance Records	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/24/2019	$0	No Funding Required	Homeroom teachers, office staff, counselors and administrators

Activity - Promote Attendance with Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The importance of school attendance will be communicated and stressed via signs in the front hall, regular reminders about the fun activities going on each day, and signage outside the school. | Parent Involvement | 08/27/2018 | 05/24/2019 | $0 | No Funding Required | Teachers and Administrators |

Strategy 2:

Achieving Excellence in Attendance - School staff will team up with parents to acknowledge and reward attendance. Bulletin board displays, special activities and treats will be utilized as students are recognized for good attendance.

Category: Develop/Implement Student and School Culture Program

Activity - September-A+/100% Attendance Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
September is designated as A+/100% Attendance Month. Faculty and staff provide various rewards to students throughout the month for good attendance. At the end of September, the school hosts a fun activity to acknowledge good attendance.	Policy and Process	08/12/2015	05/24/2019	$0	No Funding Required	All faculty and staff as appropriate

Activity - Attendance Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will keep up with student attendance and provide weekly, bi-weekly, monthly and yearly incentives for good attendance. Each milestone achieved will result in a greater reward. The yearly reward will be a drawing for a major prize. This name will be drawn from the names of students who have attained perfect attendance for the school year. Prizes are donated by PLES APT.	Academic Support Program	08/27/2018	05/24/2019	$0	No Funding Required	All certified staff

Goal 5: Writing: Students will demonstrate proficiency in various types of writing with clear and focused ideas, fully developing the ideas, and providing details that support the main idea while organizing the writing logically, purposefully, and effectively.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in text based constructed response (literary and informational) in Writing by 05/24/2019 as measured by Unit Tests, Scantron and Teacher-made Assessments as appropriate for age.

Strategy 1:

Writing Standards - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Teacher In-Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will review and discuss CCRS during district and local in-service opportunities, writing prompts, etc...	Professional Learning	08/01/2018	05/24/2019	$0	No Funding Required	Certified Personnel and Support Staff

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review local curriculum guide during grade level and data meetings. Discussion will occur in the grade-level meetings of how to incorporate writing constructed responses across all content areas. During data meetings, teachers will review and analyze writing prompts, rubrics, and constructed response question data. Teachers will review, reflect, and evaluate the use of instructional practices using the EPG, CCRS, etc... All of this information will be used to determine what traits of writing need to be taught and modeled in the classroom.	Professional Learning	08/01/2018	05/24/2019	$0	No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Strategy 2:

Post Standards/Academic Vocabulary - Teachers will display objectives/standards in classrooms and assist students in understanding any unknown vocabulary in the standards.

Category: Develop/Implement College and Career Ready Standards

Activity - Analyze Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them. Active word walls will be utilized.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Administrators and Teachers

Activity - School-wide Vocabulary Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display academic vocabulary word announced weekly during morning announcements. Teachers and support staff will incorporate the weekly academic vocabulary word throughout their writing instruction.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Certified Teachers

Activity - Community Partnership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Faculty and Staff will pursue a community partnership that will commit and invest into the academic success of Pine Level students and building leaders for tomorrow.	Academic Support Program, Community Engagement	08/01/2018	05/24/2019	$0	No Funding Required	Leadership Team

Strategy 3:

Journals/Constructed Response Text Based Writing - Teachers will implement use of journals/constructed response text based writing across all content areas.

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

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model constructed response text based writing in whole group and small group instruction.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Teachers

Activity - iPad Centers/Chromebook Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have iPad Centers that students can use to address constructed response questions and journal prompts when appropriate. Teachers will also have access to 2 Chromebook mobile labs where students can construct responses to question, journal prompts, essays when appropriate.	Technology	08/01/2018	05/24/2019	$0	No Funding Required	Teachers, Media Specialist

Activity - EL Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help EL students when using journals/constructed response text based writings across all content areas by providing small group or one-on-one support as needed.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	All Certified Staff

Measurable Objective 2:

80% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to a given prompt for each grade-level according to their appropriate Mode in Writing by 05/24/2019 as measured by Unit Tests and School-wide writing prompts as appropriate for age..

Strategy 1:

Writing Prompts - Teachers will instruct students on standards for the modes of writing during whole and small instruction and produce grade-level appropriate writings

in descriptive, narrative, persuasive, and/or expository modes.

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

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model responding to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Teachers

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in cooperative assignments that will require them to respond to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/06/2018	05/24/2019	$0	No Funding Required	Teachers

Activity - Independent Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will produce clear and coherent responses to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/06/2018	05/24/2019	$0	No Funding Required	Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Resources	Title I funds will be used to purchase educational software and hardware to support instruction and learning. iPads, Chromebooks, computers, smart boards and educational software (BrainPop, Discovery Education, AR) and instructional equipment will be purchased and available for use.	Technology	11/01/2018	05/24/2019	$135996	Technology Coordinator and all Administrators
Parent Resources	Title I funds will be used to purchase readiness packets, calendar magnets, and parent mailings. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	08/01/2018	05/24/2019	$3543	Administrators
STEM Lab	STEM Lab - Resources will be purchased with Title I money to begin developing a STEM lab where teachers will have a location and materials to conduct standard based STEM activities.	Academic Support Program	11/01/2018	05/24/2019	$8745	All Certified Staff
Administrator Training	Administrators will attend CLAS Annual Conference, Ron Clark Academy and Assistant Principal Conference. Administrators & Teachers will select break-out sessions that support understanding of CCRS and reading comprehension-especially informational texts. Administrators will use information gained for instructional leadership. Breakdown of Expenses is as follows: Ron Clark $4,250.00 AP $250.00 CLAS $500.00	Professional Learning	01/07/2019	06/12/2019	$5000	Principal Assistant Principals Teachers
PD Training - Rigor, Stem, Teamwork, Vertical Alignment, etc..	Certified Faculty will participate in book studies to learn strategies on how to increase rigor, teamwork, and content knowledge for vertical alignment for all students within their classroom. Book Study discussions will be held during Data Meetings and Faculty Meetings.	Professional Learning	08/01/2018	05/24/2019	$3000	All Certified Staff
Outdoor Academic Carnival	Parents are invited to attend an academic carnival held on the grounds of PLES. This carnival will include various animal related activities such as a petting zoo and pony rides. The purpose of the carnival is to encourage parents to become engaged with regards to learning about wildlife with their children. This activity will encompass all academic areas with a specific emphasis on math & science.	Academic Support Program, Parent Involvement	04/09/2019	05/24/2019	$500	Teachers and Administration

Multi-Sensory Materials	Title I Funds will be used to purchase additional materials for teachers to better implement multi-sensory strategies in their classrooms. Kindergarten Trait Crates that use multi-sensory instructional materials for phonemic awareness, phonics, fluency, vocabulary, and comprehension will be purchased and available for use.	Academic Support Program, Professional Learning	11/01/2018	05/24/2019	$1000	Administration, Reading Specialist, Teachers
Certified Staff Training	Certified Staff will participate in professional development activities such as the Ron Clark Academy, Technology Conference, County PD trainings, Local School Technology trainings, County and Local School Multi-Sensory Training, County Formative Assessment Training, County and Local Rigor in Your Classroom PD etc...	Professional Learning	08/01/2018	05/24/2019	$7500	All Certified Staff
Hire Highly Effective Teachers	Title I money will be used to partially fund 3 Pre-K teaching positions. Money will also be budgeted to fund substitutes for each of the Pre-K teachers.	Recruitment and Retention	08/01/2018	05/24/2019	$60255	Administrators
				Total	$225539	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Certified Staff Training	Certified Staff will participate in professional development activities such as the Ron Clark Academy, Technology Conference, County PD trainings, Local School Technology trainings, County and Local School Multi-Sensory Training, County Formative Assessment Training, County and Local Rigor in Your Classroom PD etc...	Professional Learning	08/01/2018	05/24/2019	$7008	All Certified Staff
				Total	$7008	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Focus on CCRS	Teachers will discuss CCRS and Vertical Alignment to better understand expectations and how to design instruction based on those standards. Teachers will post standards in the classroom and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master. Academic vocabulary word walls will be posted in every classroom and used during daily announcements to assist in the understanding of the standards. Standards are documented in Lesson Plans.	Academic Support Program	08/01/2018	05/24/2019	$0	All certified staff are responsible for the implementation of the CCRS.
Promote Attendance with Parents	The importance of school attendance will be communicated and stressed via signs in the front hall, regular reminders about the fun activities going on each day, and signage outside the school.	Parent Involvement	08/27/2018	05/24/2019	$0	Teachers and Administrators

Attendance Rewards	Each teacher will keep up with student attendance and provide weekly, bi-weekly, monthly and yearly incentives for good attendance. Each milestone achieved will result in a greater reward. The yearly reward will be a drawing for a major prize. This name will be drawn from the names of students who have attained perfect attendance for the school year. Prizes are donated by PLES APT.	Academic Support Program	08/27/2018	05/24/2019	$0	All certified staff
Community Partnership	Faculty and Staff will pursue a community partnership that will commit and invest into the academic success of Pine Level students and building leaders for tomorrow.	Community Engagement	01/08/2018	05/24/2019	$0	Leadership Team
Teacher Modeling	Teachers will model constructed response text based writing in whole group and small group instruction.	Academic Support Program	08/01/2018	05/24/2019	$0	Teachers
Independent Writing	Students will produce clear and coherent responses to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/06/2018	05/24/2019	$0	Teachers
Teacher Modeling	Teachers will model responding to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/01/2018	05/24/2019	$0	Teachers
Grade Level Meetings	In an effort to facilitate professional growth, teachers will review, reflect, and evaluate the use of instructional practices using the EPG, CCRS, curriculum resources and pacing calendars. These activities will help determine how to vertically align standards across the grade levels in order to bridge the gap between the key areas of weakness.	Professional Learning	08/01/2018	05/24/2019	$0	All certified staff will participate in grade level meetings.
Positve Behavior Referrals	Teachers will choose one student per month to receive a positive behavior referral. These students will be called to the office and given a reward from administration.	Behavioral Support Program	08/01/2016	05/24/2019	$0	Teachers & Administration
Multi-Sensory	Teachers will use multi-sensory strategies in the classroom to improve students' ability to decode single and multisyllabic words in complex text.	Academic Support Program, Professional Learning	08/01/2018	05/24/2019	$0	Reading Specialist K-3 All Teachers
EL Student Support	Teachers will help EL students when using journals/constructed response text based writings across all content areas by providing small group or one-on-one support as needed.	Academic Support Program	08/01/2018	05/24/2019	$0	All Certified Staff
Parent Technology Training	Title I Funds have been previously used for a variety of technology for student instructional purposes. We will provide technology training for parents on how to use the technology resources their children are learning to use in school.	Parent Involvement	09/25/2018	05/24/2019	$0	Media Specialist & Leadership Team
STEM Training	Select staff will attend a CLAS workshop entitled "Become a STEM Certified School or District". Upon completion of this workshop, these individuals will host turn around training to school staff in an effort to better help all teachers successfully implement STEM activities in their classrooms.	Professional Learning	09/12/2018	05/24/2019	$0	All certified staff.

School Library	Students will identify literary and informational texts and their locations within the school library, class library and ebooks/online.	Academic Support Program	08/01/2018	05/24/2019	$0	Faculty and Support Staff
Data Meetings	Reading Specialist will present individual teachers with data from beginning, middle and end Scantron testing. All involved will analyze the data and work to identify the key areas of weakness. Additionally, strategies to address these weaknesses will be discussed.	Academic Support Program, Professional Learning	08/01/2018	05/24/2019	$0	All certified staff will participate in data meetings.
School-wide Vocabulary Focus	Teachers will display academic vocabulary word announced weekly during morning announcements. Teachers and support staff will incorporate the weekly academic vocabulary word throughout their writing instruction.	Academic Support Program	08/01/2018	05/24/2019	$0	Certified Teachers
September-A+/100% Attendance Month	September is designated as A+/100% Attendance Month. Faculty and staff provide various rewards to students throughout the month for good attendance. At the end of September, the school hosts a fun activity to acknowledge good attendance.	Policy and Process	08/12/2015	05/24/2019	$0	All faculty and staff as appropriate
STEM	STEM activities will incorporate Science, Technology, Engineering, and Math. Teachers will receive and put into practice ongoing training on incorporating standards based STEM activities.	Academic Support Program, Professional Learning	08/01/2018	05/24/2019	$0	All Teachers
Free Friday	Free Friday is an extra break for students that have gone a month without an office referral and have gone the current week without any SBRs. Students come outside for a break while the teachers enjoy a break of their own. "Golden" tickets will be awarded to students who have exhibited exceptional positive behavior. These tickets entitle recipient students to a free snack of their choice.	Behavioral Support Program	08/01/2016	05/24/2019	$0	Certified Staff
CLAWStar Tickets	Administration will randomly award CLAWStar tickets to students "caught" exhibiting positive character/behavior throughout our campus. After receiving a ticket, the student will present the ticket to his/her classroom teacher. The classroom teacher will then reward the student. This reward will be incorporated in to the teacher's current reward system for their classroom. This could be as simple as the student being allowed to move his/her pin up on the behavior chart or putting his/her name in the class bucket.	Behavioral Support Program	09/07/2018	05/24/2019	$0	Certified Staff
iPad Centers/Chromebook Labs	Teachers will have iPad Centers that students can use to address constructed response questions and journal prompts when appropriate. Teachers will also have access to 2 Chromebook mobile labs where students can construct responses to question, journal prompts, essays when appropriate.	Technology	08/01/2018	05/24/2019	$0	Teachers, Media Specialist
4 C's	Teachers will incorporate the 4 C's - Communication, Collaboration, Critical Thinking, and Creativity in their lessons daily.	Academic Support Program	08/01/2018	05/24/2019	$0	All Certified Staff.

School-wide Behavior Management	Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the CLAW topic. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout the school environment. All students will recite CLAW as part of the morning announcements.	Behavioral Support Program	08/12/2015	05/24/2019	$0	All faculty and staff
Vocabulary Focus - School-wide	Teachers will display the academic vocabulary word announced weekly during morning announcements. Teachers and support staff will incorporate the weekly academic vocabulary word throughout their instruction.	Academic Support Program	08/01/2018	05/24/2019	$0	All Faculty and Support Staff
Informational Text	Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/01/2018	05/24/2019	$0	Faculty and Support Staff
Teacher In-service	Review and discuss CCRS during district and local in-service opportunities as well as grade level meetings. During this time teachers have the opportunity to plan STEM activities.	Academic Support Program	08/01/2018	05/24/2019	$0	Teachers
Student Goal Setting	Teachers will sit down with each student individually and set SMART goals according to grades, testing data and formative assessments. Students will participate in setting their goals. These goals will be reviewed twice each 9 weeks.	Academic Support Program	09/07/2018	05/24/2019	$0	All Certified Staff
Teacher Modeling	Teachers will model how to go back and find evidence in the text during Read Alouds, "I do, We do, y'all do, you do," Post-it notes examples, highlight important information, small and whole group.	Academic Support Program	08/01/2018	05/24/2019	$0	Faculty and Support Staff
EL Student Support	Teachers will help EL students become familiar with locating evidence using text-dependent questions in Reading. They will work with EL students in writing to become familiar with answering these questions.	Academic Support Program	08/01/2018	05/24/2019	$0	All Certified Staff
Student of the Month	Each month one student per grade is recognized for following our CLAW expectations in an exemplary manner. Our counselors prepare special prize packets for these students. The students' names are announced over the intercom for them to come to the office to receive their packets. Furthermore, a group photograph is taken and posted to our school Instagram account.	Behavioral Support Program	09/07/2018	05/24/2019	$0	Certified Staff
Analyze Standards	Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them. Active word walls will be utilized.	Academic Support Program	08/01/2018	05/24/2019	$0	Administrators and Teachers

iPad Centers	IPads are used as a Center in each classroom for math instruction such as Ten Marks, Khan Academy, and other math instructional games. Each classroom has 6 iPads to use for this Center.	Technology	08/06/2018	05/24/2019	$0	Teachers, Media Specialist
iPad Centers	IPads are used as a center for reading passages and answering questions related to text and vocabulary. Each teacher has 6 iPads set aside for this center.	Technology	11/01/2018	05/24/2019	$0	Teachers, Media Specialist
Formative Assessment	Teachers will use formative assessment techniques such as exit slips, thumbs up/down, higher order questioning techniques, quick writes, journaling, constructed response items (using county rubric), etc...	Academic Support Program	08/01/2018	05/24/2019	$0	Faculty and Support Staff
Student Goal Setting	Student Goal Setting - Teachers will sit down with students individually and set SMART goals according to grades, testing data and formative assessments. Students will participate in setting their goals. These goals will be reviewed twice each 9 weeks.	Academic Support Program	09/07/2018	05/24/2019	$0	All Certified Staff
Guided Instruction	Teachers will assist students in locating evidence from texts through guided instruction in whole and small group, Think Alouds, using close reading strategies, underlining key wording and leading evidenced based conversations using a variety of texts across all content areas.	Academic Support Program	08/01/2018	05/24/2019	$0	Faculty and Support Staff
Real Life Experiences	Students will connect content to real life experiences with the guidance of their teacher and faculty.	Academic Support Program	08/01/2018	05/24/2019	$0	All Certified Staff
Cooperative Learning	Students will participate in cooperative assignments that will require them to respond to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/06/2018	05/24/2019	$0	Teachers
Grade Level and Data Meetings	Review local curriculum guide during grade level and data meetings. Discussion will occur in the grade-level meetings of how to incorporate writing constructed responses across all content areas. During data meetings, teachers will review and analyze writing prompts, rubrics, and constructed response question data. Teachers will review, reflect, and evaluate the use of instructional practices using the EPG, CCRS, etc... All of this information will be used to determine what traits of writing need to be taught and modeled in the classroom.	Professional Learning	08/01/2018	05/24/2019	$0	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.
Content Area Planning Meetings	Teachers will work together within their content areas to design lessons that have the following components: Alignment with CCRS, 4C's, Technology, Writing, Rigor, and Formative Assessments.	Academic Support Program	08/01/2018	05/24/2019	$0	Certified Staff

Utilize Math Resources	Teachers will use supplemental resources for whole group and small group instruction. Performance Coach, Achievement Series, Smart Lessons, Pearson Success, and additional resources will be incorporated into instruction to allow students to apply math knowledge, concepts and skills.	Direct Instruction	08/01/2018	05/24/2019	$0	All Administrators and Teachers
Positive Behavior Postcards	All certified staff will be provided a note card to write a positive personal note to the student of their choosing. These will be provided twice each nine weeks grading period.	Behavioral Support Program	09/10/2018	05/24/2019	$0	Certified Staff
Standards and Vocabulary	Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master. Academic vocabulary will be incorporated in the morning announcements and displayed in the classroom. Some teachers use vocabulary journals and/or interactive notebooks in their instruction.	Academic Support Program	08/01/2018	05/24/2019	$0	Certified Staff
Active Word Walls	Teachers will identify academic vocabulary in the CCRS and assist students in understanding it by using active word walls within their classrooms.	Academic Support Program	08/01/2018	05/24/2019	$0	All Faculty and Support Staff
Community Partnership	Faculty and Staff will pursue a community partnership that will commit and invest into the academic success of Pine Level students and building leaders for tomorrow.	Academic Support Program, Community Engagement	08/01/2018	05/24/2019	$0	Leadership Team
Classroom Libraries	Teachers will identify both literary and informational texts (excluding textbooks) that are located within the classroom libraries, trade books, and ebooks.	Academic Support Program	08/01/2018	05/24/2019	$0	Certified staff
Real Life Experiences	Students will connect content to real life experience with the guidance of their teacher and faculty.	Academic Support Program	08/01/2018	05/24/2019	$0	All Certified Staff
Teacher In-Service	All teachers will review and discuss CCRS during district and local in-service opportunities, writing prompts, etc...	Professional Learning	08/01/2018	05/24/2019	$0	Certified Personnel and Support Staff
Maintain Attendance Records	Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/24/2019	$0	Homeroom teachers, office staff, counselors and administrators

Grade Level and Data Meetings	Review local curriculum guide-Math Pacing Guide during grade level and monthly data meetings. Discussion will occur in the grade-level meetings of what is and is not working for the students. During data meetings, teachers will review and analyze various data and discuss vertical alignment needed to prepare students as they transition to the next grade. Teachers will review, reflect, and evaluate the use of instructional practices using the EPG, CCRS, etc... All this information will be used to determine what skills need to be retaught.	Academic Support Program	08/01/2018	05/24/2019	$0	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.
Community Partnership	Faculty and Staff will pursue a community partnership that will commit and invest into the academic success of Pine Level students and building leaders for tomorrow.	Community Engagement	08/01/2018	05/24/2019	$0	Leadership Team
				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.

Stakeholder Feedback Data

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

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

Areas of Notable Achievement

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

Faculty Input: Faculty PBIS Spring Survey Results indicate that faculty believe that the school has clearly defined expectations for appropriate behavior. Faculty also feel they have taught the expectations to their students throughout the school year. Faculty Evaluation results indicate that 81% frequently use formative assessments to monitor student progress. Ninety-four percent of faculty indicate that students regularly or frequently have formal opportunities to develop positive relationships with their peers and adults in the school.

Parent Input: Parent evaluation results indicate that 92% feel welcome at their child's school. Ninety-three percent of parents indicate that they feel the school encourages them to be involved. Eighty-three percent of parents know and understand the academic goals and expectations for their children.

Student Input: Ninety-five percent of students report they feel safe at school. Student evaluation results indicate that 94% of students set learning goals throughout the school year. Eighty-eight percent of students surveyed indicated they work on real-life problems in their classes. Student surveys also indicated that 92% feel they receive feedback from their teachers and/or classmates to help them better understand what they are learning.

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

The combined areas show a trend for increasing stakeholder satisfaction and approval focus on the expectation of parental involvement. The following areas are listed by respondent group and all reveal the common thread of student success:

Faculty Input: Administration and staff believe they have several opportunities to participate in professional development with their peers. Faculty feel they have input on decisions and actions that affect student achievement.

Parent Input: Parents believe they know what their children should be learning and what it means to be a Title I school.

Student Input: Student surveys indicate that they are acknowledged and praised for their strengths and accomplishments.

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

Stakeholders have provided positive feedback through oral commendations, letters, and electronic communication with faculty and staff. Many families have enrolled in Pine Level Elementary School (PLES) and reported the positive reputation the school has in the community and region. Stakeholders have expressed their understanding of the school's purpose and are pleased with the teaching and learning at PLES. Families are appreciative of the support materials made available to them through the PLES Family Resource Center.

Areas in Need of Improvement

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

Faculty Input: Staff survey scores indicate that through PBIS, 30% of faculty believe consequences for students are not consistent. This year the PBIS committee is highly involved in student behavior rewards and consequences. Also, the PBIS committee is meeting with a consultant from the University of Alabama to develop our PBIS Plan.

Parent Input: Parent survey scores indicate that parents don't always know how to be involved in school planning and committees. We are now placing this information in as many locations as possible such as on our school website, Instagram, School Sign, Notify Me, Parent Newsletters, and callouts.

Student Input: Student survey scores indicate that they do not have the opportunity to explore different careers. This information has been distributed to teachers so they will know how to involve career/career paths and real world experiences in their lessons.

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

The combined areas show a trend for decreasing stakeholder satisfaction and approval focus on involvement (even though all stakeholder groups feel parent/student involvement has grown in recent years).

Staff desire they receive more feedback from their supervisor. Administration has provided a list of teacher expectations and is providing more walkthroughs.

Parents desire to be more involved in decision-making and in knowledge of school programs and community connections.
Students desire better to understand how their work is assessed when using a rubric.

What are the implications for these stakeholder perceptions?

Stakeholders' perceptions about being involved in every aspect of school life have presented Pine Level Elementary School (PLES) with opportunities for growth. Clearly, stakeholders feel that PLES needs to promote opportunities for all respondent groups to be involved to greater degrees in their identified areas for improvement. PLES administrators will share these findings with faculty and staff for discussion and self-reflection. After honest discussion, PLES will address the statements listed under Areas in Need of Improvement. Although action plans will be developed following faculty discussions, immediate action can be taken to ensure stakeholders are aware of our desire to create stronger school-home connections.

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

Stakeholders have provided positive feedback through oral suggestions, letters, and electronic correspondence to faculty and staff.
Feedback shows a desire regarding greater stakeholder involvement. This same finding has been a theme at school functions as well.

Parents truly want to be involved and just need guidance in how to do so.

Report Summary

Scores By Section

Section Score
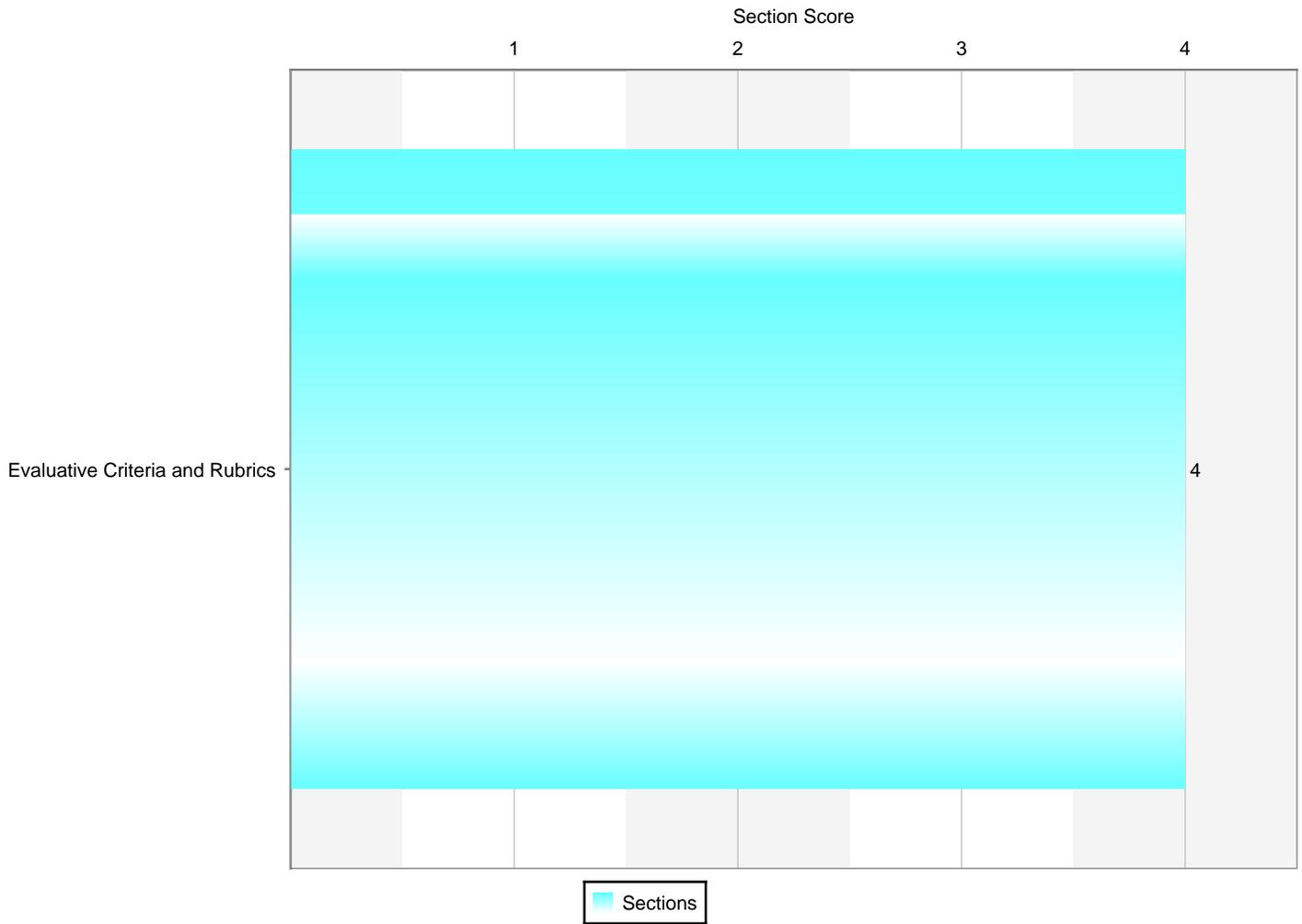
Title I Schoolwide Diagnostic

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).

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

How was the comprehensive needs assessment conducted?

In the Spring of 2018, teachers, students and parents of Pine Level Elementary School (PLES) were asked to consider areas of need to address during the 2018-2019 school year. In May, students in grades 3-5 met with the principal to discuss academic strengths and weaknesses. Students were asked to share candidly regarding their perception of the school's strengths and weaknesses. Students identified reading, math and writing as areas of focus. Students enjoyed the PBIS incentives provided throughout the year but wanted an increase in the rewards. The Title I Committee, comprised of administrators, teachers, parents and community representatives met on July 20, 2018 to evaluate the 2017- 2018 aCIP and to identify needs for the upcoming school year. Faculty and staff met on July 26, 2018 to complete a Needs Assessment survey identifying academic and professional needs to be addressed during the 2018-2019 school year. Throughout the 2017-2018 school year, faculty and staff met monthly (data meetings, faculty meetings and in-service sessions) to discuss, by name, students who were and were not meeting proficiency levels and to identify barriers to success that existed at PLES. Attendance and behavior were also addressed at these meetings. Data gathered from INOW, Scott Foresman Reading, Pearson Math, Scantron Assessments, DIBELS and teacher-made evaluations provided evidence to support the identified areas of strengths and weaknesses. Administrators led data meetings in which assessment scores were analyzed. Instructional changes were made as a result of this analysis. During August-September 2018, data from Scantron, DIBELS, and ACCESS have been analyzed. Data for student groups performing at or above proficiency have been evaluated and strengths noted. Data for subgroups that performed poorly have been evaluated and discussed so that teachers, administrators and support staff can conduct strategic planning to improve the achievement of each group.

What were the results of the comprehensive needs assessment?

Multiple strands of data are analyzed to identify school-wide strengths and weaknesses and plan for success. Demographic information, such as attendance and discipline speak to the culture of the school. Academic achievement is measured through formative and summative assessments. Expectations for attendance, behavior and learning are established and goals are set. Pine Level Elementary School (PLES) implements a comprehensive student assessment system. Teachers determine short-range learning by using locally made rubrics and assessments. Journals and non-verbal assessments are also used. Teachers collaborate to analyze data and make instructional changes during planning sessions, grade level and data meetings. Practices throughout PLES continually prove the effectiveness of the programs and allow the enactment of consistent modifications when needed. Teachers and administrators collect and maintain data in INOW related to student learning. Attendance and discipline data are analyzed to determine their impact on student success. Special Education, Gifted, EL, Counselors and our Reading Specialist also keep records to track student academic growth and needs. Teachers use item analyses from math and reading tests to determine strengths and weaknesses. School personnel relate sets of data from diverse assessment sources to ensure student learning, consistency in classrooms, quality performance across curriculum and throughout the school. Collected data from summative assessments allow comparison of student growth from year to year and across the county and state. Collections of data are analyzed to determine goals that will drive instruction. The Autauga County Board of Education and PLES personnel abide by established policies regarding data collection and analysis. The school aCIP outlines how data will be used to improve instruction, student learning, and the effectiveness of programs. Teachers are trained to evaluate, interpret, and use data. Routine instruction in the effective use of data and new assessment resources are introduced to PLES and Autauga County. During training, teachers learn how to extract, interpret, and apply usable data from test results. We identify the needs of EL students and train teachers on the WIDA standards. Teachers also receive training pertaining to data assessment for the benefit of special needs students. Administrators, as well as teachers analyze data to confirm readiness for success at the next level. Learning programs are designed and implemented as the foundation for successive levels. PLES

closely monitors regression, and remediation is applied in a timely manner, formally through RTI (Response to Intervention) or informally through reteaching in the classroom. School Personnel continuously appraise and revise plans and programs for school improvement to provide optimal learning for all students. Policies and plans for school improvement are documented in the Pine Level Elementary aCIP. Continuous improvement is desired and will be achieved through ongoing efforts to use multiple types of data to find and resolve weaknesses and implement improvements in instruction and learning for all students.

What conclusions were drawn from the results?

Throughout the month of May 2018, data results were collected and analyzed. Assessment scores from DIBELS, Scantron, and Unit Tests were carefully analyzed to determine strengths and identify areas of focus. Although official Scantron results were not yet available, faculty were able to use current data to identify areas of need. The results of the Spring 2018 Needs Assessment were shared with teachers during in-service in May 2018. Data results and input from stakeholders was discussed and several conclusions were drawn that will assist faculty and staff throughout the 2018-2019 school year. Standards and data will drive instruction in all academic areas for all grade levels. Kindergarten teachers will focus on reading readiness and consistently use multi-sensory strategies and comprehension strategies that focus on the text. Emphasis on numeracy concepts and exploration of real life math problems will help to lay a strong foundation upon which first grade teachers can build. In reading, the use of novels, chapter books, and a variety of literary pieces (poems, essays, short stories) will provide quality text from which to teach concepts, skills, vocabulary and critical thinking. Teachers will utilize text dependent questions to assist students in digging deeper into the text. Teacher modeling and explicit instruction will play a key role in developing critical thinkers. In math, all students in grades 1-5 will receive STEM instruction. Teachers will use Math Facts programs of computation facts in a fun and motivating format. By strengthening basic skill fluency, teachers will be able to increase the rigor as they provide instruction that focuses on application of math concepts. Careful analysis of student writing has highlighted the following needs: explicit instruction in the characteristics of narrative, expository and persuasive writing and explicit instruction in locating evidence from a text in order to make or support an argument. Teachers will model thinking and writing processes to aid students in seeing the process of writing from brainstorming through publishing. Journals/constructed responses will continue to be used across content areas. Attendance will continue to be addressed. Parents will be notified via automated system when a student is absent. Parents will receive notification for excessive absences or tardies. Parents will be held accountable for providing written excuses for student absences. A liaison from the District Attorney's office will meet with parents regarding student absences. Faculty and parent volunteers will provide incentives for good attendance. The faculty and staff will continue to implement Positive Behavior Intervention Supports to a greater degree throughout the year. Programs such as Free Friday, Honor Roll, Attendance Celebrations, Positive Behavior Rewards, and Classroom Fun Fridays focus on positive interactions between faculty and students and promote good behavior.

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

The comprehensive needs assessment that was conducted in the Spring of 2018 provided valuable insight to guide Pine Level Elementary School through the coming academic year. All stakeholder groups concluded that the school's vision of achieving excellence can be attained through diligence, determination and purposeful planning. Academic emphasis will be placed on reading, math and writing. In reading, faculty and staff will design lessons that will teach students to dig for deeper understanding of literary and informational texts by focusing on text dependent questions, key ideas and details and structure. In math, teachers will increase the rigor by requiring students to apply mathematical concepts in order to solve real world problems using a STEM model. Computational fluency will be addressed through a systematic program that provides daily drill in a fun and motivating format. Writing as a process will be taught and students will be exposed to a variety of genres and across all content areas. Journals/constructed response writings will be utilized across all content areas. Technology

will be utilized as a vehicle to deliver quality instruction and provide meaningful practice. Differentiation of instruction occurs through small group instruction and allows teachers to identify and target learning needs. Individual academic plans provide for differentiated instruction for students with disabilities, deficits that substantially interfere with learning and language acquisition learners. English as a Second Language will be the program we use to address the needs of our EL learners. Cultural emphasis will be placed on attendance and behavior. Careful monitoring of attendance will ensure learners are present for quality instruction. Communication between school and home regarding attendance will provide accountability for both stakeholder groups. Schoolwide Positive Behavior Support will continue to play a critical role in the school's climate. Communication between school and home is a vital process that should be noted. Correspondence with parents regarding student progress occurs through weekly folders. Parents use these folders to communicate concerns and questions. Monthly newsletters from the principal notify parents of pertinent information and provide additional school-home connections. The Principal will also communicate with parents through weekly callouts and Notify Me emails/texts. Teachers utilize e-mail, phone calls, school conferences, classroom websites, web-based notification sites and blogs to further communication. The school marquee, website and newsletters notify the community of current school events.

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

Pine Level Elementary School (PLES) engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. This purpose is translated into goals that become part of the school's Continuous Improvement Plan (aCIP). Administrators, teachers, students, and community stakeholders are involved in decision making and planning to ensure student success in all areas of life. The PLES mission statement is reviewed annually by stakeholders. The mission statement is evaluated in light of the Needs Assessment, data analysis and other stakeholder input. A decision is made to keep the mission statement or revise it to meet new challenges. It is displayed and referenced in school communications, wall displays, meetings, and classrooms. The school climate fosters a culture dedicated to the school's vision of Achieving Excellence for all students. School leadership and staff support an ongoing commitment to shared values and beliefs about teaching and student learning. Teaching and learning are supported by programs that challenge students to acquire knowledge, learn to think, and practice life skills. Programs are in place to address priority needs and facilitate growth in all areas. Best practices from ARI guide reading instruction. Trained teachers are often apprised of new strategies and research. Reading fluency and comprehension are monitored regularly by DIBELS, Topic/Unit Tests, and Scantron. Math computational fluency is approached consistently and systematically. Teachers are increasing rigor as students apply conceptual understanding of mathematical practices in order to solve problems by using the STEM model. Students benefit because academics and real life are connected. Positive Behavior Intervention Support encourages children to learn and practice interpersonal skills. The success of this program is measured by improvement in student behavior evidenced by fewer office referrals. The Problem Solving Team (PST) uses Response to Intervention (RtI) to monitor the achievement of struggling students. Stakeholder meetings are conducted and data is analyzed to track progress and plan for future success. Parents are informed of results. Other programs in place to meet the needs of students are English Learner, Gifted, Speech, Occupational Therapy, and Special Education. The programs are administered in a fair and equitable manner to meet the various needs of children. Processes are followed to place and monitor the children in the programs. Data is collected, analyzed, and used to guide the learning of all students. Documentation demonstrates the involvement of stakeholders in the shared beliefs about teaching and learning. Participants are involved in meetings and are asked to share in the decision making process regarding education at this school. The decisions and policies made are communicated through the school website, newsletters, announcements, APT meetings, principal callouts and other parent centered meetings. Clear expectations of excellence are relayed to students by the administration, teachers, peers, and parents. Instructional practices are reviewed and assessed to maintain quality education in the classroom. Classroom standards are directed by the Elementary Programs Guide, Math Pacing Guide, and the College and Career Ready Standards adopted and mandated by the State of Alabama. Educate Alabama, Walkthroughs and Eleot are the processes used to document educator strengths and weaknesses. Regular classroom visits by administrators and peer planning hold teachers accountable for quality instruction. Indication of active student engagement, deep understanding, and the ability to apply knowledge is supported by notes from observations, report cards, and data from school, county, and

national assessments. School leadership and staff hold one another accountable to high expectations for professional practice. Through collaboration in regular grade level and data meetings, information about students in general or specific students is shared and evaluated. Professional practices are discussed and implementation of best practices is planned. Ideas are exchanged about how to increase academic growth and promote the acquisition of life skills. Evidence of the meetings can be found in notes and agendas.The aCIP guides goal setting and aligns programs and practices to the mission statement and the growth needs of the school. During yearly reevaluations, revisions are made to ensure quality instruction and excellence in educating the whole child.

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

Multiple strands of data are analyzed to identify school-wide strengths and weaknesses and plan for success. Demographic information, such as attendance and discipline speak to the culture of the school. Academic achievement is measured through formative and summative assessments. Expectations for attendance, behavior and learning are established and goals are set. Pine Level Elementary School (PLES) implements a comprehensive student assessment system. Teachers determine short-range learning by using locally made rubrics and assessments. Journals and non-verbal assessments are also used. Teachers collaborate to analyze data and make instructional changes during planning sessions and grade level and data meetings. Practices throughout PLES continually prove the effectiveness of the programs and allow the enactment of consistent modifications when needed. Teachers and administrators collect and maintain data in INOW related to student learning. Attendance and discipline data are analyzed to determine their impact on student success. Special Education Teachers and the Reading Specialist also keep records to track student academic growth and needs. Teachers use item analyses from math and reading assessments to determine strengths and weaknesses. School personnel relate sets of data from diverse assessment sources to ensure student learning, consistency in classrooms, quality performance across curriculum, and throughout the school. Collected data from summative assessments allow comparison of student growth from year to year and across the county and state. Collections of data are analyzed to determine goals that will drive instruction. The Autauga County Board of Education and PLES personnel abide by established policies regarding data collection and analysis. The school aCIP outlines how data will be used to improve instruction, student learning, and the effectiveness of programs. Teachers are trained to evaluate, interpret, and use data. Routine instruction in the effective use of data updates teachers as new assessment resources are introduced to PLES and Autauga County. During training, teachers learn how to extract, interpret, and apply usable data from test results. Teachers also receive training pertaining to data assessment for the benefit of special needs students. Administrators, as well as teachers, analyze data to confirm readiness for success at the next level. Learning programs are designed and implemented as the foundation for successive levels. PLES closely monitors regression, and remediation is applied in a timely manner, formally through RTI or informally through reteaching in the classroom. School personnel continuously appraise and revise plans and programs for school improvement to provide optimal learning for all students. Policies and plans for school improvement are documented in the Pine Level Elementary aCIP. Continuous improvement is desired and will be achieved through ongoing efforts to use multiple types of data to find and resolve weaknesses and implement improvements in instruction and learning for all students.

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

Goals established in the Continuous Improvement Plan are generated from data analysis, stakeholder input and the Needs Assessment conducted in the spring. All goals address the needs of the school population. Instruction is guided by county curriculum guides: Elementary Programs Guide and Math Pacing Guide. Curriculum guides are aligned with state standards and ensure that learning experiences are challenging and equitable for all learners. High expectations are established for all students. Teachers personalize instructional strategies to address individual learning needs of students as needed. Intervention and support programs are in place to meet the unique learning needs that exist at Pine Level Elementary School. Our Reading Specialist provides intense instruction for those students in K-3 that are in great need. Specialized plans, such as RtI, IEP, 504, LEP and GEP provide instructional and environmental accommodations to ensure equal

access to learning.

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:

Reading: Students will demonstrate reading proficiency across all grade levels. Students will increase reading experiences with increasingly complex texts from a variety of different genres across disciplines.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/24/2019 as measured by Unit Tests, Scantron, and Teacher-made Assessments as appropriate for age.

Strategy1:

Highly Effective Teachers. - Title I money will be used to partially fund 3 Pre-K teaching positions. Money will also be budgeted to fund substitutes for each of the Pre-K teachers.

Category: Develop /Implement Leader Effectiveness Plan
Research Cited:

Activity - Hire Highly Effective Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I money will be used to partially fund 3 Pre-K teaching positions. Money will also be budgeted to fund substitutes for each of the Pre-K teachers.	Recruitment and Retention	08/01/2018	05/24/2019	$60255 - Title I Part A	Administrators

Strategy2:

Lesson Design - Teachers will design rigorous strategic lessons to include discussions in which students must find evidence in the text across all content areas. Lesson plans will be turned in weekly to Administration.

Category: Develop/Implement College and Career Ready Standards
Research Cited:

Activity - STEM Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select staff will attend a CLAS workshop entitled "Become a STEM Certified School or District". Upon completion of this workshop, these individuals will host turn around training to school staff in an effort to better help all teachers successfully implement STEM activities in their classrooms.	Professional Learning	09/12/2018	05/24/2019	$0 - No Funding Required	All certified staff.

Activity - PD Training - Rigor, Stem, Teamwork, Vertical Alignment, etc..	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Faculty will participate in book studies to learn strategies on how to increase rigor, teamwork, and content knowledge for vertical alignment for all students within their classroom. Book Study discussions will be held during Data Meetings and Faculty Meetings.	Professional Learning	08/01/2018	05/24/2019	$3000 - Title I Part A	All Certified Staff

Activity - Content Area Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work together within their content areas to design lessons that have the following components: Alignment with CCRS, 4C's, Technology, Writing, Rigor, and Formative Assessments.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Certified Staff

Strategy3:

Best Practices - Teachers will implement best teaching practices.

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

Research Cited:

Activity - Guided Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in locating evidence from texts through guided instruction in whole and small group, Think Alouds, using close reading strategies, underlining key wording and leading evidenced based conversations using a variety of texts across all content areas.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Activity - iPad Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IPads are used as a center for reading passages and answering questions related to text and vocabulary. Each teacher has 6 iPads set aside for this center.	Technology	11/01/2018	05/24/2019	$0 - No Funding Required	Teachers, Media Specialist

Activity - EL Student Support	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers will help EL students become familiar with locating evidence using text-dependent questions in Reading. They will work with EL students in writing to become familiar with answering these questions.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Activity - Real Life Experiences	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Students will connect content to real life experiences with the guidance of their teacher and faculty.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Activity - Teacher Modeling	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers will model how to go back and find evidence in the text during Read Alouds, "I do, We do, y'all do, you do," Post-it notes examples, highlight important information, small and whole group.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Activity - Formative Assessment	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers will use formative assessment techniques such as exit slips, thumbs up/down, higher order questioning techniques, quick writes, journaling, constructed response items (using county rubric), etc...	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 2:

75% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering reading comprehension questions in Reading by 05/24/2019 as measured by Unit Tests and Scantron assessment.

Strategy1:

Data Driven Instruction - Teachers will analyze data from Scantron to drive instruction across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to facilitate professional growth, teachers will review, reflect, and evaluate the use of instructional practices using the EPG, CCRS, curriculum resources and pacing calendars. These activities will help determine how to vertically align standards across the grade levels in order to bridge the gap between the key areas of weakness.	Professional Learning	08/01/2018	05/24/2019	$0 - No Funding Required	All certified staff will participate in grade level meetings.

Activity - Administrator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will attend CLAS Annual Conference, Ron Clark Academy and Assistant Principal Conference. Administrators & Teachers will select break-out sessions that support understanding of CCRS and reading comprehension-especially informational texts. Administrators will use information gained for instructional leadership. Breakdown of Expenses is as follows: Ron Clark $4,250.00 AP $250.00 CLAS $500.00	Professional Learning	01/07/2019	06/12/2019	$5000 - Title I Part A	Principal Assistant Principals Teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will present individual teachers with data from beginning, middle and end Scantron testing. All involved will analyze the data and work to identify the key areas of weakness. Additionally, strategies to address these weaknesses will be discussed.	Professional Learning Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All certified staff will participate in data meetings.

Activity - 4 C's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the 4 C's - Communication, Collaboration, Critical Thinking, and Creativity in their lessons daily.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff.

Activity - Multi-Sensory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use multi-sensory strategies in the classroom to improve students' ability to decode single and multisyllabic words in complex text.	Professional Learning Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Reading Specialist K-3 All Teachers

Activity - Certified Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Staff will participate in professional development activities such as the Ron Clark Academy, Technology Conference, County PD trainings, Local School Technology trainings, County and Local School Multi-Sensory Training, County Formative Assessment Training, County and Local Rigor in Your Classroom PD etc...	Professional Learning	08/01/2018	05/24/2019	$7500 - Title I Part A $7008 - Title II Part A	All Certified Staff

Activity - Focus on CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss CCRS and Vertical Alignment to better understand expectations and how to design instruction based on those standards. Teachers will post standards in the classroom and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master. Academic vocabulary word walls will be posted in every classroom and used during daily announcements to assist in the understanding of the standards. Standards are documented in Lesson Plans.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All certified staff are responsible for the implementation of the CCRS.

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Goal Setting - Teachers will sit down with students individually and set SMART goals according to grades, testing data and formative assessments. Students will participate in setting their goals. These goals will be reviewed twice each 9 weeks.	Academic Support Program	09/07/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Strategy2:

Resources - Title I money will be used to purchase instructional-student classroom supplies.

Category: Align Fiscal Resources

Research Cited:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase educational software and hardware to support instruction and learning. iPads, Chromebooks, computers, smart boards and educational software (BrainPop, Discovery Education, AR) and instructional equipment will be purchased and available for use.	Technology	11/01/2018	05/24/2019	$135996 - Title I Part A	Technology Coordinator and all Administrators

Activity - Parent Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Funds have been previously used for a variety of technology for student instructional purposes. We will provide technology training for parents on how to use the technology resources their children are learning to use in school.	Parent Involvement	09/25/2018	05/24/2019	$0 - No Funding Required	Media Specialist & Leadership Team

Activity - Community Partnership	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Faculty and Staff will pursue a community partnership that will commit and invest into the academic success of Pine Level students and building leaders for tomorrow.	Community Engagement	08/01/2018	05/24/2019	$0 - No Funding Required	Leadership Team

Activity - Multi-Sensory Materials	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Title I Funds will be used to purchase additional materials for teachers to better implement multi-sensory strategies in their classrooms. Kindergarten Trait Crates that use multi-sensory instructional materials for phonemic awareness, phonics, fluency, vocabulary, and comprehension will be purchased and available for use.	Professional Learning Academic Support Program	11/01/2018	05/24/2019	$1000 - Title I Part A	Administration, Reading Specialist, Teachers

Activity - Parent Resources	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Title I funds will be used to purchase readiness packets, calendar magnets, and parent mailings. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	08/01/2018	05/24/2019	$3543 - Title I Part A	Administrators

Measurable Objective 3:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and informational texts   in Reading by 05/24/2019 as measured by teacher observation and anecdotal notes.

Strategy1:

Text Identification - Students will identify literary and informational texts across all content areas within the classroom and school.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

Activity - Classroom Libraries	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers will identify both literary and informational texts (excluding textbooks) that are located within the classroom libraries, trade books, and ebooks.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Certified staff

Activity - Informational Text	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Activity - School Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify literary and informational texts and their locations within the school library, class library and ebooks/online.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Goal 2:

Math: Students will demonstrate applied math concepts across all grade levels. K - 2nd will focus on basic math computations and fluency, 3rd and 4th will focus on numbers and operations and 5th will focus on data analysis and probability.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in recognizing academic vocabulary contained in standards and across school environment in Mathematics by 05/24/2019 as measured by Teacher observations, discussions and anecdotal notes.

Strategy1:

Academic Vocabulary - Faculty and staff will teach academic vocabulary found in standards, in content areas and throughout the school environment.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Active Word Walls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify academic vocabulary in the CCRS and assist students in understanding it by using active word walls within their classrooms.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Faculty and Support Staff

Activity - Vocabulary Focus - School-wide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display the academic vocabulary word announced weekly during morning announcements. Teachers and support staff will incorporate the weekly academic vocabulary word throughout their instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Faculty and Support Staff

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency and application in Mathematics by 05/24/2019 as measured by Topic tests and Scantron..

Strategy1:

Professional Development - Teachers will discuss proficiency of computational fluency, problem solving and application demonstrated through the STEM model in order to improve standards-based instruction. Teachers will network with educators across the district and

locally to gain teaching ideas and practices to address the math goal identified through the PLES Needs Assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Math Pacing Guide during grade level and monthly data meetings. Discussion will occur in the grade-level meetings of what is and is not working for the students. During data meetings, teachers will review and analyze various data and discuss vertical alignment needed to prepare students as they transition to the next grade. Teachers will review, reflect, and evaluate the use of instructional practices using the EPG, CCRS, etc... All this information will be used to determine what skills need to be retaught.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and discuss CCRS during district and local in-service opportunities as well as grade level meetings. During this time teachers have the opportunity to plan STEM activities.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - Standards and Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master. Academic vocabulary will be incorporated in the morning announcements and displayed in the classroom. Some teachers use vocabulary journals and/or interactive notebooks in their instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Certified Staff

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will sit down with each student individually and set SMART goals according to grades, testing data and formative assessments. Students will participate in setting their goals. These goals will be reviewed twice each 9 weeks.	Academic Support Program	09/07/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Activity - STEM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM activities will incorporate Science, Technology, Engineering, and Math. Teachers will receive and put into practice ongoing training on incorporating standards based STEM activities.	Academic Support Program Professional Learning	08/01/2018	05/24/2019	$0 - No Funding Required	All Teachers

Strategy2:

Resources - Title I money will be used to purchase instructional-student classroom supplies and provide for parental engagement activities.

Category: Align Fiscal Resources

Research Cited:

Activity - STEM Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM Lab - Resources will be purchased with Title I money to begin developing a STEM lab where teachers will have a location and materials to conduct standard based STEM activities.	Academic Support Program	11/01/2018	05/24/2019	$8745 - Title I Part A	All Certified Staff

Activity - Outdoor Academic Carnival	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to attend an academic carnival held on the grounds of PLES. This carnival will include various animal related activities such as a petting zoo and pony rides. The purpose of the carnival is to encourage parents to become engaged with regards to learning about wildlife with their children. This activity will encompass all academic areas with a specific emphasis on math & science.	Academic Support Program Parent Involvement	04/09/2019	05/24/2019	$500 - Title I Part A	Teachers and Administration

Measurable Objective 3:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/24/2019 as measured by Topic Tests & Scantron.

Strategy1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Rigor in Your Classroom, DOK Notebook, Smart Lessons, etc. to provide instruction and practice for math concepts and skills.

Category: Develop/Implement Learning Supports

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - Real Life Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will connect content to real life experience with the guidance of their teacher and faculty.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Activity - Utilize Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use supplemental resources for whole group and small group instruction. Performance Coach, Achievement Series, Smart Lessons, Pearson Success, and additional resources will be incorporated into instruction to allow students to apply math knowledge, concepts and skills.	Direct Instruction	08/01/2018	05/24/2019	$0 - No Funding Required	All Administrators and Teachers

Activity - iPad Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IPads are used as a Center in each classroom for math instruction such as Ten Marks, Khan Academy, and other math instructional games. Each classroom has 6 iPads to use for this Center.	Technology	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers, Media Specialist

Activity - Community Partnership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Staff will pursue a community partnership that will commit and invest into the academic success of Pine Level students and building leaders for tomorrow.	Community Engagement	01/08/2018	05/24/2019	$0 - No Funding Required	Leadership Team

Goal 3:

Writing: Students will demonstrate proficiency in various types of writing with clear and focused ideas, fully developing the ideas, and providing details that support the main idea while organizing the writing logically, purposefully, and effectively.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in text based constructed response (literary and informational) in Writing by 05/24/2019 as measured by Unit Tests, Scantron and Teacher-made Assessments as appropriate for age.

Strategy1:

Writing Standards - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide during grade level and data meetings. Discussion will occur in the grade-level meetings of how to incorporate writing constructed responses across all content areas. During data meetings, teachers will review and analyze writing prompts, rubrics, and constructed response question data. Teachers will review, reflect, and evaluate the use of instructional practices using the EPG, CCRS, etc... All of this information will be used to determine what traits of writing need to be taught and modeled in the classroom.	Professional Learning	08/01/2018	05/24/2019	$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Teacher In-Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will review and discuss CCRS during district and local in-service opportunities, writing prompts, etc...	Professional Learning	08/01/2018	05/24/2019	$0 - No Funding Required	Certified Personnel and Support Staff

Strategy2:

Post Standards/Academic Vocabulary - Teachers will display objectives/standards in classrooms and assist students in understanding any unknown vocabulary in the standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Community Partnership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Staff will pursue a community partnership that will commit and invest into the academic success of Pine Level students and building leaders for tomorrow.	Community Engagement Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Leadership Team

Activity - School-wide Vocabulary Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display academic vocabulary word announced weekly during morning announcements. Teachers and support staff will incorporate the weekly academic vocabulary word throughout their writing instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Certified Teachers

Activity - Analyze Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them. Active word walls will be utilized.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Administrators and Teachers

Strategy3:

Journals/Constructed Response Text Based Writing - Teachers will implement use of journals/constructed response text based writing

across all content areas.

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

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model constructed response text based writing in whole group and small group instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - iPad Centers/Chromebook Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have iPad Centers that students can use to address constructed response questions and journal prompts when appropriate. Teachers will also have access to 2 Chromebook mobile labs where students can construct responses to question, journal prompts, essays when appropriate.	Technology	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers, Media Specialist

Activity - EL Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help EL students when using journals/constructed response text based writings across all content areas by providing small group or one-on-one support as needed.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Measurable Objective 2:

80% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to a given prompt for each grade-level according to their appropriate Mode in Writing by 05/24/2019 as measured by Unit Tests and School-wide writing prompts as appropriate for age..

Strategy1:

Writing Prompts - Teachers will instruct students on standards for the modes of writing during whole and small instruction and produce grade-level appropriate writings in descriptive, narrative, persuasive, and/or expository modes.

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

Research Cited:

Activity - Independent Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce clear and coherent responses to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in cooperative assignments that will require them to respond to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model responding to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers

Goal 4:

Implement Positive Behavior Management

Measurable Objective 1:

collaborate to implement school-wide behavior management procedures by 05/24/2019 as measured by number of office referrals received .

Strategy1:

Implement Positive Behavior Interventions and Supports (PBIS) - All faculty and staff will implement positive behavior management

techniques. High expectations for good behavior will be established and communicated. Teachers will establish classroom discipline plans.

The Positive Behavior Interventions and Supports (PBIS) and Discipline Committees will meet to discuss and analyze program effectiveness.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Positve Behavior Referrals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will choose one student per month to receive a positive behavior referral. These students will be called to the office and given a reward from administration.	Behavioral Support Program	08/01/2016	05/24/2019	$0 - No Funding Required	Teachers & Administration

Activity - Free Friday	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free Friday is an extra break for students that have gone a month without an office referral and have gone the current week without any SBRs. Students come outside for a break while the teachers enjoy a break of their own. "Golden" tickets will be awarded to students who have exhibited exceptional positive behavior. These tickets entitle recipient students to a free snack of their choice.	Behavioral Support Program	08/01/2016	05/24/2019	$0 - No Funding Required	Certified Staff

Activity - School-wide Behavior Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the CLAW topic. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout the school environment. All students will recite CLAW as part of the morning announcements.	Behavioral Support Program	08/12/2015	05/24/2019	$0 - No Funding Required	All faculty and staff

Activity - Positive Behavior Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will be provided a note card to write a positive personal note to the student of their choosing. These will be provided twice each nine weeks grading period.	Behavioral Support Program	09/10/2018	05/24/2019	$0 - No Funding Required	Certified Staff

Activity - Student of the Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month one student per grade is recognized for following our CLAW expectations in an exemplary manner. Our counselors prepare special prize packets for these students. The students' names are announced over the intercom for them to come to the office to receive their packets. Furthermore, a group photograph is taken and posted to our school Instagram account.	Behavioral Support Program	09/07/2018	05/24/2019	$0 - No Funding Required	Certified Staff

Activity - CLAWStar Tickets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will randomly award CLAWStar tickets to students "caught" exhibiting positive character/behavior throughout our campus. After receiving a ticket, the student will present the ticket to his/her classroom teacher. The classroom teacher will then reward the student. This reward will be incorporated in to the teacher's current reward system for their classroom. This could be as simple as the student being allowed to move his/her pin up on the behavior chart or putting his/her name in the class bucket.	Behavioral Support Program	09/07/2018	05/24/2019	$0 - No Funding Required	Certified Staff

Goal 5:

Promote Attendance

Measurable Objective 1:

collaborate to address student attendance by 05/24/2019 as measured by number of student absences .

Strategy1:

Achieving Excellence in Attendance - School staff will team up with parents to acknowledge and reward attendance. Bulletin board displays,

special activities and treats will be utilized as students are recognized for good attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - September-A+/100% Attendance Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
September is designated as A+/100% Attendance Month. Faculty and staff provide various rewards to students throughout the month for good attendance. At the end of September, the school hosts a fun activity to acknowledge good attendance.	Policy and Process	08/12/2015	05/24/2019	$0 - No Funding Required	All faculty and staff as appropriate

Activity - Attendance Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will keep up with student attendance and provide weekly, bi-weekly, monthly and yearly incentives for good attendance. Each milestone achieved will result in a greater reward. The yearly reward will be a drawing for a major prize. This name will be drawn from the names of students who have attained perfect attendance for the school year. Prizes are donated by PLES APT.	Academic Support Program	08/27/2018	05/24/2019	$0 - No Funding Required	All certified staff

Strategy2:

Maintain and communicate student attendance - Faculty and staff will utilize INOW to maintain attendance records. INOW automated

system will contact parents daily regarding student absences. Administrators will contact parents regarding student attendance. The

importance of attendance is discussed at all parent gatherings. A district liaison will meet with parents whose students have attendance

issues. Attendance Committee will meet to generate ideas to promote and reward attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 2006)

Activity - Promote Attendance with Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The importance of school attendance will be communicated and stressed via signs in the front hall, regular reminders about the fun activities going on each day, and signage outside the school.	Parent Involvement	08/27/2018	05/24/2019	$0 - No Funding Required	Teachers and Administrators

Activity - Maintain Attendance Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/24/2019	$0 - No Funding Required	Homeroom teachers, office staff, counselors and administrators

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:

Reading: Students will demonstrate reading proficiency across all grade levels. Students will increase reading experiences with increasingly complex texts from a variety of different genres across disciplines.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and informational texts   in Reading by 05/24/2019 as measured by teacher observation and anecdotal notes.

Strategy1:

Text Identification - Students will identify literary and informational texts across all content areas within the classroom and school.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

Activity - School Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify literary and informational texts and their locations within the school library, class library and ebooks/online.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Activity - Classroom Libraries	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify both literary and informational texts (excluding textbooks) that are located within the classroom libraries, trade books, and ebooks.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Certified staff

Activity - Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 2:

75% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering reading comprehension questions in Reading by 05/24/2019 as measured by Unit Tests and Scantron assessment.

Strategy1:

Data Driven Instruction - Teachers will analyze data from Scantron to drive instruction across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Multi-Sensory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use multi-sensory strategies in the classroom to improve students' ability to decode single and multisyllabic words in complex text.	Academic Support Program Professional Learning	08/01/2018	05/24/2019	$0 - No Funding Required	Reading Specialist K-3 All Teachers

Strategy2:

Resources - Title I money will be used to purchase instructional-student classroom supplies.

Category: Align Fiscal Resources

Research Cited:

Activity - Multi-Sensory Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Funds will be used to purchase additional materials for teachers to better implement multi-sensory strategies in their classrooms. Kindergarten Trait Crates that use multi-sensory instructional materials for phonemic awareness, phonics, fluency, vocabulary, and comprehension will be purchased and available for use.	Academic Support Program Professional Learning	11/01/2018	05/24/2019	$1000 - Title I Part A	Administration, Reading Specialist, Teachers

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase educational software and hardware to support instruction and learning. iPads, Chromebooks, computers, smart boards and educational software (BrainPop, Discovery Education, AR) and instructional equipment will be purchased and available for use.	Technology	11/01/2018	05/24/2019	$135996 - Title I Part A	Technology Coordinator and all Administrators

Measurable Objective 3:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/24/2019 as measured by Unit Tests, Scantron, and Teacher-made Assessments as appropriate for age.

Strategy1:

Lesson Design - Teachers will design rigorous strategic lessons to include discussions in which students must find evidence in the text across all content areas. Lesson plans will be turned in weekly to Administration.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Content Area Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work together within their content areas to design lessons that have the following components: Alignment with CCRS, 4C's, Technology, Writing, Rigor, and Formative Assessments.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Certified Staff

Activity - PD Training - Rigor, Stem, Teamwork, Vertical Alignment, etc..	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Faculty will participate in book studies to learn strategies on how to increase rigor, teamwork, and content knowledge for vertical alignment for all students within their classroom. Book Study discussions will be held during Data Meetings and Faculty Meetings.	Professional Learning	08/01/2018	05/24/2019	$3000 - Title I Part A	All Certified Staff

Activity - STEM Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select staff will attend a CLAS workshop entitled "Become a STEM Certified School or District". Upon completion of this workshop, these individuals will host turn around training to school staff in an effort to better help all teachers successfully implement STEM activities in their classrooms.	Professional Learning	09/12/2018	05/24/2019	$0 - No Funding Required	All certified staff.

Strategy2:

Best Practices - Teachers will implement best teaching practices.

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

Research Cited:

Activity - iPad Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IPads are used as a center for reading passages and answering questions related to text and vocabulary. Each teacher has 6 iPads set aside for this center.	Technology	11/01/2018	05/24/2019	$0 - No Funding Required	Teachers, Media Specialist

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative assessment techniques such as exit slips, thumbs up/down, higher order questioning techniques, quick writes, journaling, constructed response items (using county rubric), etc...	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Activity - Real Life Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will connect content to real life experiences with the guidance of their teacher and faculty.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to go back and find evidence in the text during Read Alouds, "I do, We do, y'all do, you do," Post-it notes examples, highlight important information, small and whole group.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Goal 2:

Math: Students will demonstrate applied math concepts across all grade levels. K - 2nd will focus on basic math computations and fluency, 3rd and 4th will focus on numbers and operations and 5th will focus on data analysis and probability.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency and application in Mathematics by 05/24/2019 as measured by Topic tests and Scantron..

Strategy1:

Professional Development - Teachers will discuss proficiency of computational fluency, problem solving and application demonstrated through the STEM model in order to improve standards-based instruction. Teachers will network with educators across the district and locally to gain teaching ideas and practices to address the math goal identified through the PLES Needs Assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - STEM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM activities will incorporate Science, Technology, Engineering, and Math. Teachers will receive and put into practice ongoing training on incorporating standards based STEM activities.	Academic Support Program Professional Learning	08/01/2018	05/24/2019	$0 - No Funding Required	All Teachers

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will sit down with each student individually and set SMART goals according to grades, testing data and formative assessments. Students will participate in setting their goals. These goals will be reviewed twice each 9 weeks.	Academic Support Program	09/07/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Activity - Standards and Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master. Academic vocabulary will be incorporated in the morning announcements and displayed in the classroom. Some teachers use vocabulary journals and/or interactive notebooks in their instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Certified Staff

Strategy2:

Resources - Title I money will be used to purchase instructional-student classroom supplies and provide for parental engagement activities.

Category: Align Fiscal Resources

Research Cited:

Activity - STEM Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM Lab - Resources will be purchased with Title I money to begin developing a STEM lab where teachers will have a location and materials to conduct standard based STEM activities.	Academic Support Program	11/01/2018	05/24/2019	$8745 - Title I Part A	All Certified Staff

Measurable Objective 2:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/24/2019 as measured by Topic Tests & Scantron.

Strategy1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Rigor in Your Classroom, DOK Notebook, Smart Lessons, etc. to provide instruction and practice for math concepts and skills.

Category: Develop/Implement Learning Supports

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - Real Life Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will connect content to real life experience with the guidance of their teacher and faculty.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Activity - iPad Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IPads are used as a Center in each classroom for math instruction such as Ten Marks, Khan Academy, and other math instructional games. Each classroom has 6 iPads to use for this Center.	Technology	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers, Media Specialist

Goal 3:

Writing: Students will demonstrate proficiency in various types of writing with clear and focused ideas, fully developing the ideas, and providing details that support the main idea while organizing the writing logically, purposefully, and effectively.

Measurable Objective 1:

80% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to a given prompt for each grade-level according to their appropriate Mode in Writing by 05/24/2019 as measured by Unit Tests and School-wide writing prompts as appropriate for age..

Strategy1:

Writing Prompts - Teachers will instruct students on standards for the modes of writing during whole and small instruction and produce grade-level appropriate writings in descriptive, narrative, persuasive, and/or expository modes.

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

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model responding to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - Independent Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce clear and coherent responses to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in cooperative assignments that will require them to respond to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in text based constructed response (literary and

informational) in Writing by 05/24/2019 as measured by Unit Tests, Scantron and Teacher-made Assessments as appropriate for age.

Strategy1:

Writing Standards - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Teacher In-Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will review and discuss CCRS during district and local in-service opportunities, writing prompts, etc...	Professional Learning	08/01/2018	05/24/2019	$0 - No Funding Required	Certified Personnel and Support Staff

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide during grade level and data meetings. Discussion will occur in the grade-level meetings of how to incorporate writing constructed responses across all content areas. During data meetings, teachers will review and analyze writing prompts, rubrics, and constructed response question data. Teachers will review, reflect, and evaluate the use of instructional practices using the EPG, CCRS, etc... All of this information will be used to determine what traits of writing need to be taught and modeled in the classroom.	Professional Learning	08/01/2018	05/24/2019	$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Strategy2:

Post Standards/Academic Vocabulary - Teachers will display objectives/standards in classrooms and assist students in understanding any unknown vocabulary in the standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Analyze Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them. Active word walls will be utilized.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Administrators and Teachers

Activity - Community Partnership	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Faculty and Staff will pursue a community partnership that will commit and invest into the academic success of Pine Level students and building leaders for tomorrow.	Community Engagement Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Leadership Team

Activity - School-wide Vocabulary Focus	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers will display academic vocabulary word announced weekly during morning announcements. Teachers and support staff will incorporate the weekly academic vocabulary word throughout their writing instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Certified Teachers

Strategy3:

Journals/Constructed Response Text Based Writing - Teachers will implement use of journals/constructed response text based writing across all content areas.

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

Research Cited:

Activity - iPad Centers/Chromebook Labs	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers will have iPad Centers that students can use to address constructed response questions and journal prompts when appropriate. Teachers will also have access to 2 Chromebook mobile labs where students can construct responses to question, journal prompts, essays when appropriate.	Technology	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers, Media Specialist

Activity - Teacher Modeling	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers will model constructed response text based writing in whole group and small group instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - EL Student Support	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers will help EL students when using journals/constructed response text based writings across all content areas by providing small group or one-on-one support as needed.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

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:

Math: Students will demonstrate applied math concepts across all grade levels. K - 2nd will focus on basic math computations and fluency, 3rd and 4th will focus on numbers and operations and 5th will focus on data analysis and probability.

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/24/2019 as measured by Topic Tests & Scantron.

Strategy1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Rigor in Your Classroom, DOK Notebook, Smart Lessons, etc. to provide instruction and practice for math concepts and skills.

Category: Develop/Implement Learning Supports

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - iPad Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IPads are used as a Center in each classroom for math instruction such as Ten Marks, Khan Academy, and other math instructional games. Each classroom has 6 iPads to use for this Center.	Technology	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers, Media Specialist

Activity - Real Life Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will connect content to real life experience with the guidance of their teacher and faculty.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in recognizing academic vocabulary contained in standards and across school environment in Mathematics by 05/24/2019 as measured by Teacher observations, discussions and anecdotal notes.

Strategy1:

Academic Vocabulary - Faculty and staff will teach academic vocabulary found in standards, in content areas and throughout the school environment.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Vocabulary Focus - School-wide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display the academic vocabulary word announced weekly during morning announcements. Teachers and support staff will incorporate the weekly academic vocabulary word throughout their instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Faculty and Support Staff

Activity - Active Word Walls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify academic vocabulary in the CCRS and assist students in understanding it by using active word walls within their classrooms.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Faculty and Support Staff

Measurable Objective 3:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency and application in Mathematics by 05/24/2019 as measured by Topic tests and Scantron..

Strategy1:

Resources - Title I money will be used to purchase instructional-student classroom supplies and provide for parental engagement activities.

Category: Align Fiscal Resources

Research Cited:

Activity - STEM Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM Lab - Resources will be purchased with Title I money to begin developing a STEM lab where teachers will have a location and materials to conduct standard based STEM activities.	Academic Support Program	11/01/2018	05/24/2019	$8745 - Title I Part A	All Certified Staff

Activity - Outdoor Academic Carnival	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to attend an academic carnival held on the grounds of PLES. This carnival will include various animal related activities such as a petting zoo and pony rides. The purpose of the carnival is to encourage parents to become engaged with regards to learning about wildlife with their children. This activity will encompass all academic areas with a specific emphasis on math & science.	Academic Support Program Parent Involvement	04/09/2019	05/24/2019	$500 - Title I Part A	Teachers and Administration

Strategy2:

Professional Development - Teachers will discuss proficiency of computational fluency, problem solving and application demonstrated through the STEM model in order to improve standards-based instruction. Teachers will network with educators across the district and locally to gain teaching ideas and practices to address the math goal identified through the PLES Needs Assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - STEM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM activities will incorporate Science, Technology, Engineering, and Math. Teachers will receive and put into practice ongoing training on incorporating standards based STEM activities.	Professional Learning Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Teachers

Goal 2:

Reading: Students will demonstrate reading proficiency across all grade levels. Students will increase reading experiences with increasingly complex texts from a variety of different genres across disciplines.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/24/2019 as measured by Unit Tests, Scantron, and Teacher-made Assessments as appropriate for age.

Strategy1:

Best Practices - Teachers will implement best teaching practices.

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

Research Cited:

Activity - iPad Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IPads are used as a center for reading passages and answering questions related to text and vocabulary. Each teacher has 6 iPads set aside for this center.	Technology	11/01/2018	05/24/2019	$0 - No Funding Required	Teachers, Media Specialist

Activity - Real Life Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will connect content to real life experiences with the guidance of their teacher and faculty.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Activity - EL Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help EL students become familiar with locating evidence using text-dependent questions in Reading. They will work with EL students in writing to become familiar with answering these questions.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Activity - Guided Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in locating evidence from texts through guided instruction in whole and small group, Think Alouds, using close reading strategies, underlining key wording and leading evidenced based conversations using a variety of texts across all content areas.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative assessment techniques such as exit slips, thumbs up/down, higher order questioning techniques, quick writes, journaling, constructed response items (using county rubric), etc...	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to go back and find evidence in the text during Read Alouds, "I do, We do, y'all do, you do," Post-it notes examples, highlight important information, small and whole group.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and

informational texts   in Reading by 05/24/2019 as measured by teacher observation and anecdotal notes.

Strategy1:

Text Identification - Students will identify literary and informational texts across all content areas within the classroom and school.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

Activity - School Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify literary and informational texts and their locations within the school library, class library and ebooks/online.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Activity - Classroom Libraries	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify both literary and informational texts (excluding textbooks) that are located within the classroom libraries, trade books, and ebooks.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Certified staff

Activity - Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 3:

75% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering reading comprehension questions in Reading by 05/24/2019 as measured by Unit Tests and Scantron assessment.

Strategy1:

Data Driven Instruction - Teachers will analyze data from Scantron to drive instruction across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Goal Setting - Teachers will sit down with students individually and set SMART goals according to grades, testing data and formative assessments. Students will participate in setting their goals. These goals will be reviewed twice each 9 weeks.	Academic Support Program	09/07/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Activity - Multi-Sensory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use multi-sensory strategies in the classroom to improve students' ability to decode single and multisyllabic words in complex text.	Professional Learning Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Reading Specialist K-3 All Teachers

Goal 3:

Writing: Students will demonstrate proficiency in various types of writing with clear and focused ideas, fully developing the ideas, and providing details that support the main idea while organizing the writing logically, purposefully, and effectively.

Measurable Objective 1:

80% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to a given prompt for each grade-level according to their appropriate Mode in Writing by 05/24/2019 as measured by Unit Tests and School-wide writing prompts as appropriate for age..

Strategy1:

Writing Prompts - Teachers will instruct students on standards for the modes of writing during whole and small instruction and produce grade-level appropriate writings in descriptive, narrative, persuasive, and/or expository modes.

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

Research Cited:

Activity - Independent Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce clear and coherent responses to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in cooperative assignments that will require them to respond to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model responding to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in text based constructed response (literary and informational) in Writing by 05/24/2019 as measured by Unit Tests, Scantron and Teacher-made Assessments as appropriate for age.

Strategy1:

Post Standards/Academic Vocabulary - Teachers will display objectives/standards in classrooms and assist students in understanding any unknown vocabulary in the standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - School-wide Vocabulary Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display academic vocabulary word announced weekly during morning announcements. Teachers and support staff will incorporate the weekly academic vocabulary word throughout their writing instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Certified Teachers

Activity - Analyze Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them. Active word walls will be utilized.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Administrators and Teachers

Activity - Community Partnership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Staff will pursue a community partnership that will commit and invest into the academic success of Pine Level students and building leaders for tomorrow.	Academic Support Program Community Engagement	08/01/2018	05/24/2019	$0 - No Funding Required	Leadership Team

Strategy2:

Journals/Constructed Response Text Based Writing - Teachers will implement use of journals/constructed response text based writing across all content areas.

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

Research Cited:

Activity - iPad Centers/Chromebook Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have iPad Centers that students can use to address constructed response questions and journal prompts when appropriate. Teachers will also have access to 2 Chromebook mobile labs where students can construct responses to question, journal prompts, essays when appropriate.	Technology	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers, Media Specialist

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model constructed response text based writing in whole group and small group instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - EL Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help EL students when using journals/constructed response text based writings across all content areas by providing small group or one-on-one support as needed.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Strategy3:

Writing Standards - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design

instruction based on those standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and

Steve Fleming (November 2012)

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide during grade level and data meetings. Discussion will occur in the grade-level meetings of how to incorporate writing constructed responses across all content areas. During data meetings, teachers will review and analyze writing prompts, rubrics, and constructed response question data. Teachers will review, reflect, and evaluate the use of instructional practices using the EPG, CCRS, etc... All of this information will be used to determine what traits of writing need to be taught and modeled in the classroom.	Professional Learning	08/01/2018	05/24/2019	$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Teacher In-Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will review and discuss CCRS during district and local in-service opportunities, writing prompts, etc...	Professional Learning	08/01/2018	05/24/2019	$0 - No Funding Required	Certified Personnel and Support Staff

Goal 4:

Implement Positive Behavior Management

Measurable Objective 1:

collaborate to implement school-wide behavior management procedures by 05/24/2019 as measured by number of office referrals received .

Strategy1:

Implement Positive Behavior Interventions and Supports (PBIS) - All faculty and staff will implement positive behavior management

techniques. High expectations for good behavior will be established and communicated. Teachers will establish classroom discipline plans.

The Positive Behavior Interventions and Supports (PBIS) and Discipline Committees will meet to discuss and analyze program effectiveness.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - School-wide Behavior Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the CLAW topic. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout the school environment. All students will recite CLAW as part of the morning announcements.	Behavioral Support Program	08/12/2015	05/24/2019	$0 - No Funding Required	All faculty and staff

Activity - Positive Behavior Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will be provided a note card to write a positive personal note to the student of their choosing. These will be provided twice each nine weeks grading period.	Behavioral Support Program	09/10/2018	05/24/2019	$0 - No Funding Required	Certified Staff

Activity - Free Friday	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free Friday is an extra break for students that have gone a month without an office referral and have gone the current week without any SBRs. Students come outside for a break while the teachers enjoy a break of their own. "Golden" tickets will be awarded to students who have exhibited exceptional positive behavior. These tickets entitle recipient students to a free snack of their choice.	Behavioral Support Program	08/01/2016	05/24/2019	$0 - No Funding Required	Certified Staff

Activity - Student of the Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month one student per grade is recognized for following our CLAW expectations in an exemplary manner. Our counselors prepare special prize packets for these students. The students' names are announced over the intercom for them to come to the office to receive their packets. Furthermore, a group photograph is taken and posted to our school Instagram account.	Behavioral Support Program	09/07/2018	05/24/2019	$0 - No Funding Required	Certified Staff

Activity - Positve Behavior Referrals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will choose one student per month to receive a positive behavior referral. These students will be called to the office and given a reward from administration.	Behavioral Support Program	08/01/2016	05/24/2019	$0 - No Funding Required	Teachers & Administration

Activity - CLAWStar Tickets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will randomly award CLAWStar tickets to students "caught" exhibiting positive character/behavior throughout our campus. After receiving a ticket, the student will present the ticket to his/her classroom teacher. The classroom teacher will then reward the student. This reward will be incorporated in to the teacher's current reward system for their classroom. This could be as simple as the student being allowed to move his/her pin up on the behavior chart or putting his/her name in the class bucket.	Behavioral Support Program	09/07/2018	05/24/2019	$0 - No Funding Required	Certified Staff

Goal 5:

Promote Attendance

Measurable Objective 1:

collaborate to address student attendance by 05/24/2019 as measured by number of student absences .

Strategy1:

Achieving Excellence in Attendance - School staff will team up with parents to acknowledge and reward attendance. Bulletin board displays, special activities and treats will be utilized as students are recognized for good attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Attendance Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will keep up with student attendance and provide weekly, bi-weekly, monthly and yearly incentives for good attendance. Each milestone achieved will result in a greater reward. The yearly reward will be a drawing for a major prize. This name will be drawn from the names of students who have attained perfect attendance for the school year. Prizes are donated by PLES APT.	Academic Support Program	08/27/2018	05/24/2019	$0 - No Funding Required	All certified staff

Activity - September-A+/100% Attendance Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
September is designated as A+/100% Attendance Month. Faculty and staff provide various rewards to students throughout the month for good attendance. At the end of September, the school hosts a fun activity to acknowledge good attendance.	Policy and Process	08/12/2015	05/24/2019	$0 - No Funding Required	All faculty and staff as appropriate

Strategy2:

Maintain and communicate student attendance - Faculty and staff will utilize INOW to maintain attendance records. INOW automated system will contact parents daily regarding student absences. Administrators will contact parents regarding student attendance. The importance of attendance is discussed at all parent gatherings. A district liaison will meet with parents whose students have attendance

issues. Attendance Committee will meet to generate ideas to promote and reward attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 2006)

Activity - Maintain Attendance Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/24/2019	$0 - No Funding Required	Homeroom teachers, office staff, counselors and administrators

Activity - Promote Attendance with Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The importance of school attendance will be communicated and stressed via signs in the front hall, regular reminders about the fun activities going on each day, and signage outside the school.	Parent Involvement	08/27/2018	05/24/2019	$0 - No Funding Required	Teachers and Administrators

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

Goal 1:

Reading: Students will demonstrate reading proficiency across all grade levels. Students will increase reading experiences with increasingly complex texts from a variety of different genres across disciplines.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and informational texts   in Reading by 05/24/2019 as measured by teacher observation and anecdotal notes.

Strategy1:

Text Identification - Students will identify literary and informational texts across all content areas within the classroom and school.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

Activity - School Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify literary and informational texts and their locations within the school library, class library and ebooks/online.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Activity - Classroom Libraries	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify both literary and informational texts (excluding textbooks) that are located within the classroom libraries, trade books, and ebooks.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Certified staff

Activity - Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/24/2019 as measured by Unit Tests, Scantron, and Teacher-made Assessments as appropriate for age.

Strategy1:

Best Practices - Teachers will implement best teaching practices.

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

Research Cited:

Activity - Real Life Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will connect content to real life experiences with the guidance of their teacher and faculty.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Activity - Guided Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in locating evidence from texts through guided instruction in whole and small group, Think Alouds, using close reading strategies, underlining key wording and leading evidenced based conversations using a variety of texts across all content areas.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Activity - EL Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help EL students become familiar with locating evidence using text-dependent questions in Reading. They will work with EL students in writing to become familiar with answering these questions.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to go back and find evidence in the text during Read Alouds, "I do, We do, y'all do, you do," Post-it notes examples, highlight important information, small and whole group.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 3:

75% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering reading comprehension questions in Reading by 05/24/2019 as measured by Unit Tests and Scantron assessment.

Strategy1:

Data Driven Instruction - Teachers will analyze data from Scantron to drive instruction across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Multi-Sensory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use multi-sensory strategies in the classroom to improve students' ability to decode single and multisyllabic words in complex text.	Professional Learning Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Reading Specialist K-3 All Teachers

Goal 2:

Math: Students will demonstrate applied math concepts across all grade levels. K - 2nd will focus on basic math computations and fluency, 3rd and 4th will focus on numbers and operations and 5th will focus on data analysis and probability.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency and application in Mathematics by 05/24/2019 as measured by Topic tests and Scantron..

Strategy1:

Professional Development - Teachers will discuss proficiency of computational fluency, problem solving and application demonstrated through the STEM model in order to improve standards-based instruction. Teachers will network with educators across the district and locally to gain teaching ideas and practices to address the math goal identified through the PLES Needs Assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will sit down with each student individually and set SMART goals according to grades, testing data and formative assessments. Students will participate in setting their goals. These goals will be reviewed twice each 9 weeks.	Academic Support Program	09/07/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Strategy2:

Resources - Title I money will be used to purchase instructional-student classroom supplies and provide for parental engagement activities.

Category: Align Fiscal Resources

Research Cited:

Activity - Outdoor Academic Carnival	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to attend an academic carnival held on the grounds of PLES. This carnival will include various animal related activities such as a petting zoo and pony rides. The purpose of the carnival is to encourage parents to become engaged with regards to learning about wildlife with their children. This activity will encompass all academic areas with a specific emphasis on math & science.	Parent Involvement Academic Support Program	04/09/2019	05/24/2019	$500 - Title I Part A	Teachers and Administration

Activity - STEM Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM Lab - Resources will be purchased with Title I money to begin developing a STEM lab where teachers will have a location and materials to conduct standard based STEM activities.	Academic Support Program	11/01/2018	05/24/2019	$8745 - Title I Part A	All Certified Staff

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in recognizing academic vocabulary contained in standards and across school environment in Mathematics by 05/24/2019 as measured by Teacher observations, discussions and anecdotal notes.

Strategy1:

Academic Vocabulary - Faculty and staff will teach academic vocabulary found in standards, in content areas and throughout the school environment.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Vocabulary Focus - School-wide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display the academic vocabulary word announced weekly during morning announcements. Teachers and support staff will incorporate the weekly academic vocabulary word throughout their instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Faculty and Support Staff

Activity - Active Word Walls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify academic vocabulary in the CCRS and assist students in understanding it by using active word walls within their classrooms.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Faculty and Support Staff

Measurable Objective 3:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/24/2019 as measured by Topic Tests & Scantron.

Strategy1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Rigor in Your Classroom, DOK Notebook, Smart Lessons, etc. to provide instruction and practice for math concepts and skills.

Category: Develop/Implement Learning Supports

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - Real Life Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will connect content to real life experience with the guidance of their teacher and faculty.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Goal 3:

Writing: Students will demonstrate proficiency in various types of writing with clear and focused ideas, fully developing the ideas, and providing details that support the main idea while organizing the writing logically, purposefully, and effectively.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in text based constructed response (literary and informational) in Writing by 05/24/2019 as measured by Unit Tests, Scantron and Teacher-made Assessments as appropriate for age.

Strategy1:

Journals/Constructed Response Text Based Writing - Teachers will implement use of journals/constructed response text based writing across all content areas.

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

Research Cited:

Activity - iPad Centers/Chromebook Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have iPad Centers that students can use to address constructed response questions and journal prompts when appropriate. Teachers will also have access to 2 Chromebook mobile labs where students can construct responses to question, journal prompts, essays when appropriate.	Technology	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers, Media Specialist

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model constructed response text based writing in whole group and small group instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - EL Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help EL students when using journals/constructed response text based writings across all content areas by providing small group or one-on-one support as needed.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	All Certified Staff

Strategy2:

Post Standards/Academic Vocabulary - Teachers will display objectives/standards in classrooms and assist students in understanding any

unknown vocabulary in the standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - School-wide Vocabulary Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display academic vocabulary word announced weekly during morning announcements. Teachers and support staff will incorporate the weekly academic vocabulary word throughout their writing instruction.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Certified Teachers

Strategy3:

Writing Standards - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design

instruction based on those standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and

Steve Fleming (November 2012)

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide during grade level and data meetings. Discussion will occur in the grade-level meetings of how to incorporate writing constructed responses across all content areas. During data meetings, teachers will review and analyze writing prompts, rubrics, and constructed response question data. Teachers will review, reflect, and evaluate the use of instructional practices using the EPG, CCRS, etc... All of this information will be used to determine what traits of writing need to be taught and modeled in the classroom.	Professional Learning	08/01/2018	05/24/2019	$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Teacher In-Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will review and discuss CCRS during district and local in-service opportunities, writing prompts, etc...	Professional Learning	08/01/2018	05/24/2019	$0 - No Funding Required	Certified Personnel and Support Staff

Measurable Objective 2:

80% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to a given prompt for each grade-level according to their appropriate Mode in Writing by 05/24/2019 as measured by Unit Tests and School-wide writing prompts as appropriate for age..

Strategy1:

Writing Prompts - Teachers will instruct students on standards for the modes of writing during whole and small instruction and produce grade-level appropriate writings in descriptive, narrative, persuasive, and/or expository modes.

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

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model responding to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - Independent Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce clear and coherent responses to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in cooperative assignments that will require them to respond to writing prompts using the 6+1 Traits of Writing (grade-level appropriate).	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers

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.

Pine Level has a counselor that serves as a EL school contact. The counselor meets with the EL families at the beginning of each year explaining to them their child's achievement results. She helps the parents interpret these results. If an interpreter is needed, she will contact our EL Coordinator, Ms. Thurman.

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		

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		

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

The Autauga County Board of Education interview process requires applicants to be qualified certified instructional staff. One hundred percent of certified personnel at Pine Level Elementary School are qualified instructional staff. Professional development is provided throughout the school year and funds are made available for teachers requesting specific professional development needs. This professional learning improves the skills of teachers and allows them to more effectively address the learning needs of all students in their classes. As a result student achievement is positively impacted. Autauga County Board of Education has multiple strategies in place to attract highly effective teachers. They include: job postings on the Autauga County Board of Education website; advertising through the internet, local newspapers and colleges; listings that indicate salary levels are comparable to surrounding counties; partnerships with local universities to provide student teacher internships at Autauga County Schools; and recruiting at various colleges and universities throughout the state. Testimonials from student interns provide a major form of advertisement. Many of these interns are impressed with the school atmosphere, environment and the available technology and resources. Furthermore, most desire the opportunity to teach at Pine Level Elementary. As a result, PLES is able to attract some of the most motivated and well-trained teachers exiting post-secondary institutions and desiring to settle in Autauga County.

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?

Pine Level Elementary School (PLES) maintains a strong faculty and staff. At the end of the 2017-2018 school year, PLES lost one counselor, one physical education teacher, one teacher retired, and one teacher transferred to a school her children were zoned for. Turnover rate remains extremely low at PLES.

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

18 teachers have earned a Bachelor's Degree
42 teachers have earned a Master's Degree
4 teachers have earned a Specialist's Degree
Number of tenured teachers: 55
Number of non-tenured teachers teachers: 9 (Number of teachers scheduled to earn tenure at the end of the 2018-2019 school year: 5)

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).

Pine Level Elementary School (PLES) is a training ground for many post secondary institutions across Alabama. As a result, numerous inquiries regarding possible teaching positions are made throughout the year. A positive atmosphere is evident to guests who enter PLES. Achieving excellence is a primary focus for the staff and vision of the school. Administrative support and collegiality permeate the school environment. PLES provides considerable support for new teachers and staff who need mentoring. Professional development is provided throughout the school year and funds are made available for teachers requesting to attend professional learning sessions. Opportunities for professional growth improves the skills of teachers and allows them to more effectively address the learning needs of all students in their classes. Novice teachers are paired with mentor teachers who guide them through their first year (or two) of teaching. Staff who change grade levels or areas of instruction are also paired with peers to provide needed support

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.

In the Spring of 2018, teachers completed a Needs Assessment to include professional learning needs. Teachers identified three particular areas of need: Reading, Writing and Math fluency (to include word problems). Ongoing professional development needs are: technology, data break down, STEM, Vertical Alignment, Multi-sensory, and Rigor in the Classroom. Teachers participated in in-service activities at school covering topics from the Needs Assessment during in-service and data meetings.

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

Numerous professional development opportunities are made available to stakeholders throughout the school year. The following professional development activities are slated for the 2018-2019 school:
Pine Level Elementary
Professional Development Plan
2018-2019
PD plan created to address the Needs Assessment (Academic and Professional) and assessment results from Spring 2018
Academic:
Reading-emphasis on text dependent questions/DOK to develop critical thinking skills/Multisensory/4C's
Math-emphasis on computational fluency and application set within word problems/DOK to develop critical thinking skills/STEM
Writing-emphasis on evidence from text/ Implementing strategies from 6+1 Traits of Writing/Using rubrics to assess writing
Professional:
6+1 Traits of Writing
Depth of Knowledge (DOK)
STEM
Multi-sensory
Vertical Alignment
Formative Assessments
Rigor In Your Classroom Book Study
Data Meetings Monthly - Breakdown of Data

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

Novice teachers are paired with mentor teachers who guide them through their first year of teaching. Staff who change grade levels or areas of instruction are also paired with peers to provide needed support. Administrators observe and meet with new teachers often to provide feedback regarding instruction and classroom management. The principal meets with the reading specialist and mentors to ensure that novice teachers receive critical support from the district level.

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

Professional development is critical for teacher improvement and increased student achievement. A Professional Development Plan/Schedule has been created to ensure that professional growth occurs through ongoing and sustained activities. Professional learning will take place as a result of the opportunities outlined in the plan. Most of the professional development activities scheduled have been identified through the 2018 Spring Needs Assessment, stakeholder input and support school goals. Other ongoing professional development will occur as teachers execute their Professional Learning Plan (PLP) under EDUCATEAlabama. A large number of teachers have tied their individual PLP to the school-wide goals in the Needs Assessment. Professional learning is scheduled to occur during each month of the academic year. All certified staff is participating in The Path Between Us and Rigor in Your Classroom Book Study. Teachers read these, discuss in grade-level meetings, apply strategies and share monthly in faculty meetings. As a result, professional development will be timely and relevant to academic, professional and cultural needs.

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:

Reading: Students will demonstrate reading proficiency across all grade levels. Students will increase reading experiences with increasingly complex texts from a variety of different genres across disciplines.

Measurable Objective 1:

75% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering reading comprehension questions in Reading by 05/24/2019 as measured by Unit Tests and Scantron assessment.

Strategy1:

Resources - Title I money will be used to purchase instructional-student classroom supplies.

Category: Align Fiscal Resources

Research Cited:

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase readiness packets, calendar magnets, and parent mailings. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	08/01/2018	05/24/2019	$3543 - Title I Part A	Administrators

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/24/2019 as measured by Unit Tests, Scantron, and Teacher-made Assessments as appropriate for age.

Strategy1:

Highly Effective Teachers. - Title I money will be used to partially fund 3 Pre-K teaching positions. Money will also be budgeted to fund substitutes for each of the Pre-K teachers.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited:

Activity - Hire Highly Effective Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I money will be used to partially fund 3 Pre-K teaching positions. Money will also be budgeted to fund substitutes for each of the Pre-K teachers.	Recruitment and Retention	08/01/2018	05/24/2019	$60255 - Title I Part A	Administrators

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?

Analysis of standardized tests, other assessments and additional pertinent information (attendance, school culture, etc.) is required at several levels. First, administrators analyze data and prepare results for distribution to grade chairs. Second, administrators meet with teachers to review overall test results. Administrators meet with teachers one by one to address their students' scores specifically. Then teachers conduct grade level meetings to discuss grade specific results. The grade level makes action plans for the year. These meetings consist of analyzing and comparing data administered throughout the year in specific content areas. Assessments that are reviewed are: DIBELS, Reading Nine Weeks/Unit Assessments, Math Unit Assessments and Scantron. Administrators meet with each grade level to discuss the data and identify areas of concern. These meetings include teacher input regarding instructional changes and implementation of strategies and techniques to improve student achievement for the next year. Consideration is given to the needs assessment completed in the Spring of 2018 as goals and needs are addressed through data analysis.

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?

School personnel relate sets of data from diverse assessment sources to ensure student learning, consistency in classrooms, quality performance across curriculum, and throughout the school. Collected data from DIBELS, Scantron, ACCESS and AAA allows comparison of student growth from year to year and across the county and state. Collections of data are analyzed to drive instruction and revisions in curriculum for groups and individual learners. Teachers use analyses of state assessments to determine strengths and weaknesses. Faculty identify students who do not achieve proficiency or above proficiency on state assessment standards. Teachers engage in collaborative planning to meet individual needs focused on the standards in which they show a deficit. Teachers assist students in understanding and demonstrating mastery of state standards. Students are exposed to critical vocabulary and questioning techniques that mirror assessment items. PLES engages in a continuous process to determine verifiable improvement in student learning including readiness and success at the next level. PLES closely monitors regression, and remediation is applied in a timely manner, formally through RTI or informally through reteaching in the classroom.

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?

Pine Level Elementary School (PLES) engages in a continuous process to determine verifiable improvement in student learning including readiness and success at the next level. Administrators and teachers analyze state assessment data to identify students who experience difficulty in mastering standards. Lessons are designed to provide tiered instruction allowing for students who struggle to receive intensive assistance from teachers. Our Reading Specialist works with struggling students in a small group or one-on-one setting and coach teachers on how to implement multi-sensory strategies to meet the needs of these strugglers. Counselors coordinator with volunteer tutors to provide additional assistance during the school day. Tutoring occurs before school with peers and during the school day with parent and community volunteers. Administrators and teachers closely monitor student progress, and remediation is applied in a timely manner, formally through RTI or informally through reteaching in the classroom and tutoring.

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.

Lessons are designed to provide tiered instruction allowing for students who struggle to receive intensive assistance from teachers. Teachers provide explicit small group or individual differentiated instruction to meet learners' needs. Teachers keep anecdotal notes to ensure accountability. Teachers also use data breakdowns from Scantron testing to determine deficits in specific standards for individual students. These deficits are addressed through small group. Counselors coordinate with volunteer tutors to provide additional assistance during the school day. All plans: RtI, IEP, LEP, GEP and 504 are implemented with fidelity to meet the unique needs of learners.

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.

All students at Pine Level Elementary including migrant, ELL, economically disadvantaged, special education, neglected and/or delinquent and homeless students have access to all programs and services available including ELL services, Title I, Title III, free and reduced lunch assistance, Special Education services, counseling, and all academic programming opportunities. All students are provided with the same opportunities to achieve high content and performance standards. Special populations are identified through screenings, referrals, language surveys, lunch applications, and parent or teacher requests for evaluations. Designated personnel provide specialized instruction, and inclusion services allow special populations to participate within the general education classroom environment. Challenges unique to each group are dealt with on an individual basis depending upon need. School resource teachers, counselors, ELL coordinator, administrators and support staff work diligently to ensure all students, regardless of situation, disability, cultural or economic status received the assistance and support required to be successful.

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.

All students at Pine Level Elementary including migrant, ELL, economically disadvantaged, special education, neglected and/or delinquent and homeless students have access to all programs and services available including ELL services, Title I, Title III, free and reduced lunch assistance, Special Education services, counseling, all academic programming opportunities and the YMCA. All students are provided with the same opportunities to achieve high content and performance standards. Special populations are identified through screenings, referrals, language surveys, lunch applications, and parent or teacher requests for evaluations. Designated personnel provide specialized instruction, and inclusion services allow special populations to participate within the general education classroom environment. Challenges unique to each group are dealt with on an individual basis depending upon need. School resource teachers, counselors, ELL coordinator, administrators and support staff work diligently to ensure that all students, regardless of situation, disability, cultural or economic status receive the assistance and support required to be successful. All students at Pine Level Elementary including individuals with disabilities, individuals from economically disadvantaged families (including foster children) and individuals with limited English proficiency have access to all programs and services available. These services include Title I, Title III, free and reduced lunch assistance, Special Education services, 504 services, ELL services, counseling, all academic programming opportunities and the YMCA. All students are provided with the same opportunities to achieve high content and performance standards. Special populations are identified through screenings, referrals, language surveys, lunch applications, and parent or teacher requests for evaluations. Designated personnel provide specialized instruction, and inclusion services allow special populations to participate within the general education classroom environment. Administrators coordinate assistance through the Helping Families Initiative as needed. Counselors connect families with community agencies and resources to provide timely assistance. Program Directors and Coordinators at the district level also provide assistance to students and families as appropriate.

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.

All programs and services implemented at Pine Level Elementary School (PLES) are coordinated and integrated for the purpose of achieving school-wide goals. Federal, state and local funds are used to provide professional development, hire highly qualified personnel, purchase instructional supplies, equipment and parent resources. Coordination of monies and resources are used to implement needed programs. Funds used for professional development allow teachers to receive training to improve instruction. As a result, teachers deliver quality instruction to equip students in mastering rigorous state standards. Federal and local funds are designated for materials and equipment and provide equitable learning opportunities for impoverished students. Federal funds are used to maintain a Family Resource Center allowing school and home to share responsibility for improved student academic achievement.

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)?

There are many programs and resources that are implemented at Pine Level Elementary School (PLES) to ensure the achievement of school-wide goals. Coordination of monies and resources: Title I,Title II and Title III at the district and local levels are used to implement needed programs. All funding sources will be used to upgrade/enhance the regular education program at Pine Level Elementary School. Budgeting focuses on enhancing instructional goals, school operations and other strategies designated in the aCIP. Centralized monies will be pooled at the Central Office to provide system services and programs.

More than 50% of the student population at Pine Level Elementary School (PLES) receives federal lunch assistance. PLES is designated as school-wide Title I status and uses the money received through this federal funding to improve the academic opportunities of all students.

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

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

Pine Level Elementary School (PLES) engages in a systematic, inclusive, and comprehensive process to review, revise, and evaluate the school-wide program. In August/September, important Title I information is distributed at the PLES Back-to-School event. The Parent School compact is discussed and all parties sign it, committing themselves to be active partners in their student's education. Multiple meetings are scheduled to ensure that all stakeholders are informed of programs and their purposes. The Title I Advisory/aCIP Committee meets to review the Needs Assessment, survey results and aCIP evaluation from the previous year. This committee begins creating or revising goals for the new aCIP. In September, The Annual Meeting of Title I Parents is conducted in two sessions (morning and evening) to accommodate parents' schedules. This meeting provides parents with valuable information about what being a Title I school means and their rights to be involved through decision-making. The Parental Involvement Plan is distributed and discussed. Other pertinent information regarding Title I resources is shared. Assessment data is shared in multiple venues in order to keep stakeholders informed about the effectiveness of the school-wide programs. Longitudinal information regarding student success is shared. Parents are continually asked to give input regarding school processes. This input is used to make PLES a stronger school.

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?

Results from state assessments and other academic indicators of success (local and district assessments) are analyzed and results shared with all stakeholders via the school newsletter, reports, conferences, parent training days, open house nights and APT meetings. These results are used to evaluate program effectiveness and determine where change is needed. Instructional practices are reviewed and altered to maintain quality education in the classroom. Attendance data and behavior data are also examined because they so greatly influence academic achievement. This information is used to make program revisions and identify ways to overcome obstacles that inhibit success.

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?

Analysis of assessment data allows faculty and staff to identify students who have not met proficiency levels. Teachers utilize this information to plan timely intervention through tiered and differentiated instruction. Multiple avenues of intervention are available to support student learning. Resource staff work inclusively or in pull-out sessions to aide students with individualized plans. Teachers refer general education students to the school's Problem Solving Team (PST) for additional help. RtI plans are written and implemented to provide these struggling students with specific intervention. Data is continuously gathered to determine gains or modify instruction.

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?

Pine Level Elementary School engages in a systematic, inclusive, and comprehensive process to review, revise, and evaluate the school-wide program. Twice during the school year (December and May), teachers are asked to evaluate Continuous Improvement Plan

(aCIP) goals/strategies. They are also required to list specific steps that their grade level has taken to help students achieve the aCIP academic achievement goals. In the spring, students, parents and other stakeholders are also asked to evaluate the aCIP and its effectiveness. Results of these evaluation and additional input gleaned from surveys allow administrators and faculty to determine program effectiveness. Modifications to the aCIP, as well as, instructional strategies are made to ensure continuous improvement of students.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	55.44

Provide the number of classroom teachers.

55.44

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2946427.26

Total   2,946,427.26

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total   0.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

2

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

Total 0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

2

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	0.0

Total   0.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	0.0

Total   0.00

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 Adminstrators.

0

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

Total   0.00

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

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

Total   0.00

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

Label	Question	Value
3.	Provide the total of all funding for Technology.	17781.0

Total   17,781.00

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

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	5334.3

Total   5,334.30

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

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

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	34099.5

Total   34,099.50

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

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	5698.22

Total   5,698.22

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	225539.27

Provide a brief explanation and breakdown of expenses.

PreK Salaries/Substitutes/Benefits (3 teachers/25% of salary) - $60,255.30

Classroom Instructional Supplies (Kindergarten Crates, STEM Lab, Osmos Kits) - $9744.70

Parental Involvement - $4042.55

Instructional Software - $21,800.00

iPads, Chromebooks, Computers - $94,350.00

Staff Training Supplies - $3,000.00

Professional Development - $12,500.00

Instructional Equipment - $19,846.72

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	7008.0

Provide a brief explanation and a breakdown of expenses.

Professional Development funds under Title II have been designated to cover expenses for out-of-county travel and registration fees.

Ron Clark Academy - 12-14 people

Registration, meals, hotel, mileage, and parking

Total cost approx. $17,000.00 (Title I funds will be used to help pay for this.)

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

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

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

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

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

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

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.

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))

Pine Level Elementary will conduct a Title I meeting in two sessions, morning and evening, to accommodate parents' schedules. Topics to be discussed will include: What it means to be a Title I school, 1% set-aside, CIP, PLES Parent & Family Engagement Plan, LEA Parent & Family Engagement Plan and Title Plan, School-Parent Compact, highly effective teacher status, how to request the qualifications of teachers, Family Resource Center, and how to be involved in the Title I program at PLES. Parental input is encouraged on how the 1% set-aside is to be spent and the end of the year evaluation to determine program effectiveness.

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))

The Annual Title 1 Parents' Meeting is offered in two sessions to accommodate parents' schedules. Other meetings for parents are held in multiple sessions through the year. Child care will be offered at least two of these meetings. Sessions planned for this year include meetings both on and off the school campus. Three Parent Orientation Meetings will be held. Pre-K parents will meet prior to the beginning of the school year. Parents of upcoming kindergarteners and upcoming first graders meet in separate sessions in the spring. Parents are also encouraged to attend a transition event in the spring for fifth graders as they move to Marbury Middle School. Parents are informed of school programs and assessments and encouraged to give feedback regarding this information. Parents also participate in programs specifically planned to assist them in being an active part in their children's education. A school-wide family event will be held in the spring. Parents are informed of how money is spent to provide them with resources to better assist their children at home. Items purchased with the 1% set-aside are kept in the Family Resource Center (FRC). The FRC is open during school hours and during school sponsored evening events for parents to check out resources for home use. Parents serve on the Title I Advisory Committee and represent the parent body by giving input, making decisions on how to spend designated funds and in program evaluation.

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))

Parents are notified about curriculum, programs, and assessments throughout the school year. In the fall, parents are invited to school to learn about the Title I program, spring assessment data, the CIP and the target goals that will be a focus throughout the year. Parents are kept informed of curriculum, assessments and other pertinent information via the monthly school newsletters, teacher correspondence, weekly call outs by principal, and websites. In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of

migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand. The district EL Supervisor assists PLES in translating documents for any parent who is unable to read English.

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 is reviewed and /or revised as needed. All stakeholders share the responsibility of student achievement at PLES. Input from stakeholders (needs assessments, program evaluation, committee representation, etc.) is used to guide decision-making and the development of various plans. Parents are asked to partner with faculty and staff to participate in the educational process by volunteering, tutoring, serving on committees, and supporting various endeavors and programs. The School-Parent Compact is a part of an ongoing partnership with parents, school personnel, and students. It is discussed and signed by teachers, parents, and students at the opening of school and kept on file by teachers as a reminder of the commitment of all stakeholders. The School-Parent Compact designates the requirements of all stakeholders so that there is a shared responsibility for improved student academic achievement.

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

Parent input is gathered during the development of the PLES Continuous Improvement Plan (CIP). Once the plan has been developed and approved, parents are encouraged to review the CIP which is housed in the Family Resource Center (FRC) the media center and the school office. Notification about the plan and its review is distributed through school newsletters and parent meetings. Parents are informed that if they have questions or concerns or if they are dissatisfied with the plan, they may contact the principal or any member of the planning committee to express their concerns. Parents may also contact the Federal Programs Administrator at the Central Office with their questions or concerns.

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)

A Family Resource Center (FRC) is located in the heart of the PLES Media Center and offers a wealth of materials for parents to use in working with their students. The resources are available for parents to check out during the school day and during school sponsored evening events. A computer and printer are also available for parents to use. School counselors hold volunteer training days to equip parents to serve students and teachers during the academic day and beyond. Renaissance Home Connect allows parents to access literacy information

online. Pearson Success allows parents to access math textbooks and ancillary resources online. Additional academic resources are provided online through links on the PLES and ACBOE websites. Parents are continuously informed about student progress through weekly folders, INOW Home Portal, mid-term progress reports and end of grading period reports. They are encouraged to use these items to communicate with teachers regarding student progress and to participate with teachers to improve achievement. Home reports of spring assessments are disseminated at the beginning of the school year and teachers schedule conferences with parents to discuss student progress. Parents receive information regarding assessments, curriculum and programs at APT meetings and through monthly school newsletters. During APT meetings throughout the year, parents are provided information regarding assessment results, the LEA Elementary Programs Guide (containing College and Career Ready Standards), Title I information, the CIP and how it relates to student achievement, state and local programs/initiatives, and ways in which they can be more directly involved with their child's education. A Title I Parent Meeting is held (in two sessions) in the fall to inform parents and discuss the requirements of this federal program (the CIP, parental involvement, status of teachers, Parents' Right to Know and other items pertinent to Title I).

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)

The role of parents in the educational process is continuously addressed with school personnel. PLES strives to partner with parents in every area of their children's' education. Emphasis on the need for close school-home communication is included in faculty meetings, grade level meetings, in-services, etc. Teachers maintain a Parent Contact Log to document school-home connections. Parent and family engagement is a continuous area of focus at PLES.

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)

PLES coordinates multiple federal programs (such as Title I and Title III) with parental engagement to ensure that all parents are quipped to participate in their students' education. Our school's EL facilitator and the district EL supervisor assist the families of our EL students in understanding and actively engaging in school programs, etc. to improve student achievement. Parent training/conferences are ongoing throughout the school year. The Family Resource Center (FRC) provides valuable materials for homes use. Counselors maintain resource

areas containing pamphlets, books and research-based articles within their offices. These resources address parenting issues and provide information on how parents can assist their children social and academic concerns.

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)

Parents are notified about meetings, programs and various activities through monthly school newsletters, informational flyers, APT newsletters, the school marquee, the school website and individual teacher websites and blogs. The school's EL facilitator ensures that families of EL students received pertinent information in a language they understand.

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)

PLES strives to involve parents in every aspect of school life. Faculty and staff members work with parents regarding their requests to be involved with their children's education. Parental input is valued and used to modify program offerings as well as procedures (if appropriate). Input is gathered through surveys, program evaluations, and informal suggestions.

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))

All parents are encouraged to participate in the educational process including parents with limited English proficiency and parents with disabilities. The school's EL facilitator and the district EL supervisor assist in providing information (reports, notices, etc.) to parents in a language they understand. Handicap parking places are positioned close to the front entrance and sidewalks have sloped sections that allow for wheelchair accessibility. Restrooms are equipped with handicap stalls, allowing extra space for maneuvering. Currently there are no migrant students at PLES.