

PINE GROVE EL SCH

107 School Street

Schoolwide Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

The Pine Grove Area School District will be recognized as the core of learning, caring, and support in the community. We will value and nurture the talents and uniqueness of each individual within our community. We will strive to promote pro-active and effective communication between all stakeholders to ensure student success. We will promote leadership among all members. Together, we will work to provide a safe, supportive, and challenging learning experience for all of our students. By using innovative teaching methods, high standards of performance, community partnerships, and the latest technology, we will celebrate learning and encourage a lifelong quest for knowledge in order for students to achieve their personal best. We will help students become well-rounded, successful citizens with high morals, who strive for excellence to achieve their fullest potential as positive, contributing citizens of their community, their nation, and the world.

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

Meet in grade level department level meetings to make sure all math standards are met.

English Language Arts

Individual goal setting for student accountability and ownership.

Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy

Foundations

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA Growth

Based on 18-19 PSSA Math scores, we will implement a school wide system for the use of data that will support instructional decision making to show growth in STAR Math grade level benchmark achievement for economically disadvantaged students.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Increase knowledge of classroom teachers in the

2021-09-30 -

Vince Hoover,

Federal Funds will be used to fund 1 reading

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
science of reading and dedicate Title I Professional Staff to work with students that need the most remediation	2022-04-30	Director of Curriculum	interventionist, 2 reading specialists, and one kindergarten teacher to work directly with students in small group reading instruction

Anticipated Outcome
70% of all students in K-4 be above the benchmark at the end of the year.

Monitoring/Evaluation
Student Growth on STAR Benchmark



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on 18-19 PSSA Math scores, we will implement a school wide system for the use of data that will support instructional decision making to show growth in STAR Math grade level benchmark achievement for economically disadvantaged students. (ELA Growth)	Foundations	Increase knowledge of classroom teachers in the science of reading and dedicate Title I Professional Staff to work with students that need the most remediation	09/30/2021 - 04/30/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans 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.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Meeting Annual Academic Growth Expectations (PVAAS) - Science

PSSA - ELA for Economically Disadvantaged - 62.8% Proficient and Advanced; all students are at 71.9%

Team has made a plan to adapt artifacts that usually occur in large group instruction.

Parent involvement

Positive school environment

Research-based interventions

Grade Level and Department Collaboration

Data-Driven Decision Making

Common phonemic awareness, phonics, and ELA programs across grade levels - Heggerty, Foundations, Decodable Readers

Research-based interventions

Grade Level and Department Collaboration

Challenges

Proficient or Advanced on Pennsylvania State Assessments - 4th Grade Math

PSSA - Math for Economically Disadvantaged - 45.3% Proficient and Advanced; all students are at 57.5%

Artifact will be collected through virtual platform due to COVID

Family engagement

Adapting to Virtual Environments

Less in-person instruction due to quarantines and hybrid schedule

Lack of substitutes led to less Title instruction

Adapting to new math series

Adapting to virtual instructional formats

Making sure all standards are addressed

new curricular additions - FOSS kits

Strengths

Increased math block

Mapped out math vocabulary

Grade Level and Department Collaboration

Instructional expertise

Most Notable Observations/Patterns

Challenges

Proficient or Advanced on Pennsylvania State Assessments -
4th Grade Math

PSSA - Math for Economically Disadvantaged - 45.3%
Proficient and Advanced; all students are at 57.5%

Discussion Point

Continue improve math instruction, specifically
intervention and enrichment

In PLCs, data on all students are reviewed and this
subgroup will have a greater focus.

Priority for Planning

ADDENDUM B: ACTION PLAN

Action Plan: Foundations

Action Steps	Anticipated Start/Completion Date
Increase knowledge of classroom teachers in the science of reading and dedicate Title I Professional Staff to work with students that need the most remediation	09/30/2021 - 04/30/2022

Monitoring/Evaluation	Anticipated Output
Student Growth on STAR Benchmark	70% of all students in K-4 be above the benchmark at the end of the year.

Material/Resources/Supports Needed	PD Step
Federal Funds will be used to fund 1 reading interventionist, 2 reading specialists, and one kindergarten teacher to work directly with students in small group reading instruction	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on 18-19 PSSA Math scores, we will implement a school wide system for the use of data that will support instructional decision making to show growth in STAR Math grade level benchmark achievement for economically disadvantaged students. (ELA Growth)	Foundations	Increase knowledge of classroom teachers in the science of reading and dedicate Title I Professional Staff to work with students that need the most remediation	09/30/2021 - 04/30/2022



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Fundations PD	K, 1, and 2 teachers	Fundations

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Assessment	10/01/2021 - 10/30/2021	Vince Hoover, Director of Curriculum

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post on district webpage	Schoolwide Title I plan	Website	Community	September 2021
