

**Pine Grove El Sch**

Schoolwide Title 1 School Plan | 2025 - 2026

## Profile and Plan Essentials

|  |              |   |
|--|--------------|---|
| <b>School</b>                              |              | AUN/Branch                                  |
| Pine Grove Area Elementary School          |              | 129546003                                   |
| <b>Address 1</b>                           |              |   |
| 107 School Street                          |              |   |
| <b>Address 2</b>                           |              |   |
|  |              |   |
| <b>City</b>                                | <b>State</b> | <b>Zip Code</b>                             |
| Pine Grove                                 | PA           | 17963                                       |
| <b>Chief School Administrator</b>          |              | <b>Chief School Administrator Email</b>     |
| Heath Renninger                            |              | hrenninger@pgasd.com                        |
| <b>Principal Name</b>                      |              |   |
| Sandra Burns                               |              |   |
| <b>Principal Email</b>                     |              |   |
| sburns@pgasd.com                           |              |   |
| <b>Principal Phone Number</b>              |              | <b>Principal Extension</b>                  |
| 570-345-2731                               |              | 441   |
| <b>School Improvement Facilitator Name</b> |              | <b>School Improvement Facilitator Email</b> |
| Stephanie Ziegmont                         |              | sziegmont@pgasd.com                         |

## Steering Committee

| Name               | Position/Role                          | Building/Group/Organization     | Email                 |
|--------------------|--|---------------------------------|-----------------------|
| Stephanie Ziegmont | Director of Curriculum and Instruction | Pine Grove Area School District | sziegmont@pgasd.com   |
| Sandra Burns       | Elementary Principal                   | Pine Grove Area School District | sburns@pgasd.com      |
| Bill Kimber        | Director of Special Education          | Pine Grove Area School District | bkimber@pgasd.com     |
| Gena Moyer         | Community Member                       | Pine Grove Area School District | genavieve81@gmail.com |
| Shandra Allar      | Parent                                 | Pine Grove Area School District | shandra@allarlawn.com |
| Heath Renninger    | Chief School Administrator             | Pine Grove Area School District | hrennninger@pgasd.com |
| Donna Medeiros     | Teacher                                | Pine Grove Area Elementary      | dmedeiros@pgasd.com   |
| Sean Lyons         | Other                                  | Pine Grove Area School District | slyons@pgasd.com      |
| Jolene Schneck     | Teacher                                | Pine Grove Elementary School    | jschneck@pgasd.com    |
| Amber Holland      | Teacher                                | Pine Grove Elementary School    | aholland@pgasd.com    |
| Tiffany Renninger  | Teacher                                | Pine Grove Area Elementary      | trenninger@pgasd.com  |
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## **Vision for Learning**

### **Vision for Learning**

Provide a supportive, safe learning environment where every student can discover and utilize their passions to become well-rounded, successful citizens.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

|                |                |                |                 |                 |                 |                |
|----------------|----------------|----------------|-----------------|-----------------|-----------------|----------------|
| <b>True K</b>  | <b>True 1</b>  | <b>True 2</b>  | <b>True 3</b>   | <b>True 4</b>   | <b>False 5</b>  | <b>False 6</b> |
| <b>False 7</b> | <b>False 8</b> | <b>False 9</b> | <b>False 10</b> | <b>False 11</b> | <b>False 12</b> |                |

## Review of the School Level Performance

### Strengths

| Indicator  | Comments/Notable Observations |
|--|-------------------------------|
| PGA Elementary School scored 61.5% proficient/advanced in ELA which is 7.6% above the state average. This is also an 18.6% increase from the previous year.  |                               |
| PGA Elementary School scored 68.5% proficient/advanced in Math which is 8.3% above the state average. This is also an 11.1% increase from the previous year.   |                               |
| PGA Elementary School scored 79.8% proficient/advanced in Science which is 20.6% above the state average. This is also a slight increase of .2% the previous year.   |                               |
| PGA Elementary School showed growth score of 83 in Math which is 7.7 points above the state average and 13 points above the statewide growth standard. It is also an increase of 33 points from the previous year. |                               |
| PGA Elementary School showed growth score of 70 in Science which is equal to the statewide growth standard and a 2 point increase from the previous year.  |                               |
| PGA Elementary School showed an 80.3% regular attendance rate which is 2.2% above the state average and an increase of 7.7% from the previous year.  |                               |

### Challenges

| Indicator  | Comments/Notable Observations |
|--|-------------------------------|
| The PGA Elementary School did not show any growth in ELA and was 25 points below the state growth score. |                               |
|  |                               |
|  |                               |
|  |                               |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

|   |                                      |
|---|--------------------------------------|
| <b>Indicator</b><br><b>ESSA Student Subgroups</b>   | <b>Comments/Notable Observations</b> |
| <b>Indicator</b><br><b>ESSA Student Subgroups</b>   | <b>Comments/Notable Observations</b> |
| <b>Indicator</b><br><b>ESSA Student Subgroups</b>   | <b>Comments/Notable Observations</b> |
| <b>Indicator</b><br>The PGA Elementary School economically disadvantaged subgroup scored 59.2% proficient/advanced in ELA which is an increase of 12.1% from the previous year.<br><b>ESSA Student Subgroups</b><br>Economically Disadvantaged  | <b>Comments/Notable Observations</b> |
| <b>Indicator</b><br>The PGA Elementary School economically disadvantaged subgroup scored 60.6% proficient/advanced in Math which is an increase of 9.4% from the previous year.<br><b>ESSA Student Subgroups</b><br>Economically Disadvantaged  | <b>Comments/Notable Observations</b> |
| <b>Indicator</b><br>The PGA Elementary School students with disabilities subgroup scored 32.5% proficient/advanced in Math which is an increase of 2.1% from the previous year.<br><b>ESSA Student Subgroups</b><br>Students with Disabilities  | <b>Comments/Notable Observations</b> |
| <b>Indicator</b><br>The PGA Elementary School economically disadvantaged subgroup showed 83 points in growth in math which is an increase of 27 points from the previous year.<br><b>ESSA Student Subgroups</b><br>Economically Disadvantaged   | <b>Comments/Notable Observations</b> |
| <b>Indicator</b><br>The PGA Elementary School economically disadvantaged subgroup showed 71 points in growth in science which is an increase of 7 points from the previous year.<br><b>ESSA Student Subgroups</b><br>Economically Disadvantaged | <b>Comments/Notable Observations</b> |

|  |                                      |
|--|--------------------------------------|
| <b>Indicator</b><br>The PGA Elementary School economically disadvantaged subgroup showed a 70.9% regular attendance rate which is an increase of 9.4% from the previous year.<br><b>ESSA Student Subgroups</b><br>Economically Disadvantaged | <b>Comments/Notable Observations</b> |
| <b>Indicator</b><br>The PGA Elementary School students with disabilities subgroup showed a 75.5% regular attendance rate which is an increase of 13% from the previous year.<br><b>ESSA Student Subgroups</b><br>Students with Disabilities  | <b>Comments/Notable Observations</b> |

### Challenges

|  |                                      |
|--|--------------------------------------|
| <b>Indicator</b><br><b>ESSA Student Subgroups</b>  | <b>Comments/Notable Observations</b> |
| <b>Indicator</b><br>The PGA Elementary School students with disabilities subgroup scored a 17.9% proficient/advanced in ELA which is a 9.8% decrease from the previous year.<br><b>ESSA Student Subgroups</b><br>Students with Disabilities  | <b>Comments/Notable Observations</b> |
| <b>Indicator</b><br>The PGA Elementary School economically disadvantaged subgroup scored a 76.9% proficient/advanced in math which is a 2.6% decrease from the previous year.<br><b>ESSA Student Subgroups</b><br>Economically Disadvantaged | <b>Comments/Notable Observations</b> |

### Summary

#### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
|--|
| PGA Elementary School ELA and math have shown an increase in percentage of students proficient/advanced. |
| PGA Elementary School has shown growth in math with all students and economically disadvantaged.         |
| Attendance has increased from the previous year.   |

## Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

|  |
|--|
| PGA Elementary School did not reach 70% proficient/advanced in ELA and math. |
|--|

|  |
|--|
| The PGA Elementary School students with disabilities subgroup scored a 17.9% proficient/advanced in ELA which is a 9.8% decrease from the previous year. |
|--|



## Local Assessment

### English Language Arts

| Data   | Comments/Notable Observations   |
|--------|---|
| IXL    | In third grade 62% of the students scored at or above grade level in ELA at the EOY.  |
| DIBELS | In first grade 76% of students completed the year in core support or greater.         |
| DIBELS | In second grade, 74% of students completed the year in core support or greater.       |
| IXL    | In second grade 71% of the students scored at or above grade level in ELA at the EOY. |
| IXL    | In fourth grade 72% of the students scored at or above grade level in ELA at the EOY. |

### English Language Arts Summary

#### Strengths

|  |
|--|
| We have stated to use DIBELS in first and second grade to give us more concise data on our students. |
| Students DIBELS Scores in grades 1 and 2 were above 70% by EOY.                                      |
| Students IXL ELA Scores for grades 2 and 4 were above 70% by EOY.                                    |

#### Challenges

|   |
|---|
| Students in grade 3 scored less than 70% at or above grade level in IXL ELA diagnostic assessment at EOY. |
|---|

### Mathematics

| Data | Comments/Notable Observations  |
|------|--|
|      |  |
| IXL  | In second grade 79% of the students scored at or above grade level in math at the EOY. |
| IXL  | In third grade 63% of the students scored at or above grade level in math at the EOY.  |
| IXL  | In fourth grade 75% of the students scored at or above grade level in math at the EOY. |

### Mathematics Summary

#### Strengths

|  |
|--|
| We started using IXL this school year to help identify weaknesses in our students' academic performance. |
| Students IXL Math Scores for grades 2 and 4 were above 70% by EOY.                                       |

### Challenges

|   |
|---|
| Only 63% of the students in third grade scored at or above grade level in IXL math diagnostic assessment. |
|---|

### Science, Technology, and Engineering Education

| Data | Comments/Notable Observations                       |
|------|---|
| None | We do not have in-house assessment data in Science. |

### Science, Technology, and Engineering Education Summary

#### Strengths

|  |
|--|
| We do not have an in-house assessment for science especially now since it is not a tested subject in these current grade levels. |
|--|

#### Challenges

|  |
|--|
| We do not have an in-house assessment for science especially now since it is not a tested subject in these current grade levels. |
|--|

## Related Academics

### Career Readiness

| Data  | Comments/Notable Observations  |
|-------|--|
| Xello | Students complete their required number of assignments per year in the Xello platform. |

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
|--|
| Xello has made a huge difference in the number of students completing career-based activities. |
|--|

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|   |
|---|
| The district will need to continue improving career artifact collection utilizing Xello |
|---|

**Equity Considerations**

**English Learners**

**True** This student group is not a focus in this plan.

**Students with Disabilities**

**True** This student group is not a focus in this plan.

**Students Considered Economically Disadvantaged**

**True** This student group is not a focus in this plan.

**Student Groups by Race/Ethnicity**

**True** This student group is not a focus in this plan.

**Summary**

**Strengths**

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
|--|
| Strengths for the specific subgroups (economically disadvantaged and students with disabilities) are already listed in the Future Ready PA Index Data. |
|  |

|  |
|--|
|  |
|  |
|  |

**Challenges**

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|   |
|---|
| Challenges for the specific subgroups (economically disadvantaged and students with disabilities) are already listed in the Future Ready PA Index Data. |
|   |
|   |
|   |
|   |

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

|   |             |
|---|-------------|
| Align curricular materials and lesson plans to the PA Standards   | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based  | Exemplary   |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Exemplary   |
| Identify and address individual student learning needs  | Exemplary   |
| Provide frequent, timely, and systematic feedback and support on instructional practices  | Exemplary   |

### Empower Leadership

|   |           |
|---|-----------|
| Foster a culture of high expectations for success for all students, educators, families, and community members  | Exemplary |
| Collectively shape the vision for continuous improvement of teaching and learning   | Exemplary |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Exemplary |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community                         | Exemplary |
| Continuously monitor implementation of the school improvement plan and adjust as needed   | Exemplary |

### Provide Student-Centered Support Systems

|  |             |
|--|-------------|
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Exemplary   |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports  | Exemplary   |
| Implement a multi-tiered system of supports for academics and behavior   | Exemplary   |
| Implement evidence-based strategies to engage families to support learning   | Operational |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school   | Exemplary   |

### Foster Quality Professional Learning

|  |           |
|--|-----------|
| Identify professional learning needs through analysis of a variety of data                       | Exemplary |
| Use multiple professional learning designs to support the learning needs of staff                | Exemplary |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Exemplary |

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

|  |
|--|
| Variety of Assessments (changed screeners for this upcoming school year)   |
| Training and resources for special education teachers to implement general education curriculum and standards into the classroom instruction |

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

|  |
|--|
| Ensuring general education curriculum is implemented with fidelity   |
| Determine a new science resources to ensure STEELS standards are met |



## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength   | Check for Consideration in Plan |
|--|---------------------------------|
| PGA Elementary School ELA and math have shown an increase in percentage of students proficient/advanced.   | True                            |
| PGA Elementary School has shown growth in math with all students and economically disadvantaged.   | True                            |
| Attendance has increased from the previous year.   | False                           |
| We have stated to use DIBELS in first and second grade to give us more concise data on our students.   | False                           |
| We started using IXL this school year to help identify weaknesses in our students' academic performance.   | False                           |
| Variety of Assessments (changed screeners for this upcoming school year)   | False                           |
| We do not have an in-house assessment for science especially now since it is not a tested subject in these current grade levels.                       | False                           |
| Xello has made a huge difference in the number of students completing career-based activities.   | False                           |
| Strengths for the specific subgroups (economically disadvantaged and students with disabilities) are already listed in the Future Ready PA Index Data. | False                           |
| Training and resources for special education teachers to implement general education curriculum and standards into the classroom instruction           | False                           |
| Students DIBELS Scores in grades 1 and 2 were above 70% by EOY.  | True                            |
| Students IXL ELA Scores for grades 2 and 4 were above 70% by EOY.  | True                            |
| Students IXL Math Scores for grades 2 and 4 were above 70% by EOY.   | True                            |

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

| Strength   | Check for Consideration in Plan |
|--|---------------------------------|
| PGA Elementary School did not reach 70% proficient/advanced in ELA and math. | True                            |

|  |       |
|--|-------|
| The PGA Elementary School students with disabilities subgroup scored a 17.9% proficient/advanced in ELA which is a 9.8% decrease from the previous year. | True  |
| Students in grade 3 scored less than 70% at or above grade level in IXL ELA diagnostic assessment at EOY.  | False |
| The district will need to continue improving career artifact collection utilizing Xello  | False |
| Ensuring general education curriculum is implemented with fidelity   | False |
| Only 63% of the students in third grade scored at or above grade level in IXL math diagnostic assessment.  | False |
| We do not have an in-house assessment for science especially now since it is not a tested subject in these current grade levels.                         | False |
| Challenges for the specific subgroups (economically disadvantaged and students with disabilities) are already listed in the Future Ready PA Index Data.  | False |
| Determine a new science resources to ensure STEELS standards are met   | True  |

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges   | Discussion Points   | Check for Priority |
|--|---|--------------------|
| Determine a new science resources to ensure STEELS standards are met   |   | False              |
| PGA Elementary School did not reach 70% proficient/advanced in ELA and math.   | The school did not have a good system for collecting data and analyzing the student data from BOY to EOY. | True               |
| The PGA Elementary School students with disabilities subgroup scored a 17.9% proficient/advanced in ELA which is a 9.8% decrease from the previous year. | Students with disabilities need to be exposed to grade level general education curriculum.                | True               |

### Analyzing Strengths

| Analyzing Strengths  | Discussion Points  |
|--|--|
| PGA Elementary School ELA and math have shown an increase in percentage of students proficient/advanced. | We can use the data from IXL to enhance the math learning from BOY to EOY.   |
| PGA Elementary School has shown growth in math with all students and economically disadvantaged.         | We can use the data from IXL to enhance the math learning from BOY to EOY.   |
| Students DIBELS Scores in grades 1 and 2 were above 70% by EOY.  | We can follow the students through the DIBELS system to see not only growth from BOY to EOY but from EOY to beginning of next year.  |
| Students IXL ELA Scores for grades 2 and 4 were above 70% by EOY.  | We can follow the students through the IXL system to see not only growth from BOY to EOY but from EOY to beginning of next year. We can also use the platform to have students practice in their weak areas. |
| Students IXL Math Scores for grades 2 and 4 were above 70% by EOY.                                       | We can follow the students through the IXL system to see not only growth from BOY to EOY but from EOY to beginning of next year. We can also use the platform to have students practice in their weak areas. |

### Priority Challenges

| Analyzing Priority Challenges | Priority Statements  |
|-------------------------------|--|
|                               | The school will use IXL and DIBELS data to show growth of students over the school year.             |
|                               | The school will increase exposure of the general education curriculum to students with disabilities. |



## Goal Setting

**Priority:** The school will use IXL and DIBELS data to show growth of students over the school year.

|  |   |  |  |
|--|---|--|--|
| <b>Outcome Category</b>  |   |  |  |
| English Language Arts  |   |  |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |   |  |  |
| The students will show at least a 5% increase from the BOY to the EOY data set in DIBELS or IXL. |   |  |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |   |  |  |
| DIBELS and IXL - ELA   |   |  |  |
| <b>Target 1st Quarter</b>  | <b>Target 2nd Quarter</b>   | <b>Target 3rd Quarter</b>  | <b>Target 4th Quarter</b>  |
| Screen all students in grades K-4 using either DIBELS or IXL.                                    | After the initial screening, data meetings will be conducted to discuss students, scores, goal-setting, and course of action. | Students will show at least a 2% increase from the BOY to the MOY testing. | Students will show at least a 5% increase from BOY to EOY testing. |

|  |   |  |  |
|--|---|--|--|
| <b>Outcome Category</b>  |   |  |  |
| Mathematics  |   |  |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |   |  |  |
| The students will show at least a 5% increase from the BOY to the EOY data set in IXL. |   |  |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                     |   |  |  |
| IXL - Math   |   |  |  |
| <b>Target 1st Quarter</b>  | <b>Target 2nd Quarter</b>   | <b>Target 3rd Quarter</b>  | <b>Target 4th Quarter</b>  |
| Screen all students in grades 2-4 using IXL.   | After the initial screening, data meetings will be conducted to discuss students, scores, goal-setting, and course of action. | Students will show at least a 2% increase from the BOY to the MOY testing. | Students will show at least a 5% increase from BOY to EOY testing. |

**Priority:** The school will increase exposure of the general education curriculum to students with disabilities.

|  |                           |                           |                           |
|--|---------------------------|---------------------------|---------------------------|
| <b>Outcome Category</b>  |                           |                           |                           |
| English Language Arts  |                           |                           |                           |
| <b>Measurable Goal Statement (Smart Goal)</b>  |                           |                           |                           |
| Students with disabilities in grades 2-4 will be exposed to general education curriculum in ELA at least 30% of the ELA block. |                           |                           |                           |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |                           |                           |                           |
| ELA Co-Taught  |                           |                           |                           |
| <b>Target 1st Quarter</b>  | <b>Target 2nd Quarter</b> | <b>Target 3rd Quarter</b> | <b>Target 4th Quarter</b> |

|   |  |   |  |
|---|--|---|--|
| Special education and general education teachers will review schedule and ensure time is appropriate. | Special education teachers will review all ELA general education curriculum. | Schedules will be reviewed and discussion on how much time students with disabilities are in the general education ELA classroom. | EOY review of percentage of time students with disabilities were in the general education ELA classroom. |
|---|--|---|--|

|  |   |  |   |
|--|---|--|---|
| <b>Outcome Category</b>  |   |  |   |
| Mathematics  |   |  |   |
| <b>Measurable Goal Statement (Smart Goal)</b>  |   |  |   |
| Students with disabilities in grades 2-4 will be exposed to general education curriculum in ELA at least 30% of the ELA block. |   |  |   |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |   |  |   |
| Math Co-Taught   |   |  |   |
| <b>Target 1st Quarter</b>  | <b>Target 2nd Quarter</b>   | <b>Target 3rd Quarter</b>  | <b>Target 4th Quarter</b>   |
| Special education and general education teachers will review schedule and ensure time is appropriate.                          | Special education teachers will review all Math general education curriculum. | Schedules will be reviewed and discussion on how much time students with disabilities are in the general education Math classroom. | EOY review of percentage of time students with disabilities were in the general education Math classroom. |

## Action Plan

### Measurable Goals

|                      |               |
|----------------------|---------------|
| DIBELS and IXL - ELA | IXL - Math    |
|                      | ELA Co-Taught |
| Math Co-Taught       |               |

### Action Plan For: Co-Teaching

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>Students with disabilities in grades 2-4 will be exposed to general education curriculum in ELA at least 30% of the ELA block.</li> <li>Students with disabilities in grades 2-4 will be exposed to general education curriculum in ELA at least 30% of the ELA block.</li> </ul> |

| Action Step  |  | Anticipated Start/Completion Date |            |
|--|--|-----------------------------------|------------|
| Meeting with general and special education teachers to review the co-teaching model                                  |  | 2025-08-18                        | 2025-08-22 |
| Lead Person/Position   | Material/Resources/Supports Needed             | PD Step?                          |            |
| Special Education Director, Director of Curriculum, Building Principal, and Special Education Curriculum Facilitator | Discussion questions                           | No                                |            |
| Action Step  |  | Anticipated Start/Completion Date |            |
| Ensure all resources and materials are in place for both general and special education teachers                      |  | 2025-08-25                        | 2025-09-12 |
| Lead Person/Position   | Material/Resources/Supports Needed             | PD Step?                          |            |
| Director of Curriculum and Special Education Curriculum Facilitator  | List of general education curriculum resources | No                                |            |
| Action Step  |  | Anticipated Start/Completion Date |            |
| Schedule monthly meetings with special education teachers to ensure all issues are being addressed and discussed.    |  | 2025-09-08                        | 2026-05-29 |
| Lead Person/Position   | Material/Resources/Supports Needed             | PD Step?                          |            |
| Special Education Curriculum Facilitator   | Monthly meeting agenda and minutes             | No                                |            |

| Anticipated Output   | Monitoring/Evaluation (People, Frequency, and Method)                |
|--|--|
| Students will be in general education curriculum at least 30% of the time in ELA and Math. | Special Education Director/Director of Curriculum, Monthly, Meetings |

### Action Plan For: Data-Driven Decision Making

| Measurable Goals:  |
|--|
| <ul style="list-style-type: none"> <li>The students will show at least a 5% increase from the BOY to the EOY data set in DIBELS or IXL.</li> <li>The students will show at least a 5% increase from the BOY to the EOY data set in IXL.</li> </ul> |

| Action Step                             |  | Anticipated Start/Completion Date |            |
|---|--|-----------------------------------|------------|
| BOY Testing - DIBELS and IXL            |  | 2025-08-25                        | 2025-09-12 |
| Lead Person/Position                    | Material/Resources/Supports Needed             | PD Step?                          |            |
| Title I Teachers                        | DIBELS and IXL platform and testing            | No                                |            |
| Action Step                             |  | Anticipated Start/Completion Date |            |
| Data Delay Day Meeting                  |  | 2025-09-22                        | 2025-09-22 |
| Lead Person/Position                    | Material/Resources/Supports Needed             | PD Step?                          |            |
| Title I Teachers/Director of Curriculum | Data from BOY testing, DIBELS and IXL platform | Yes                               |            |
| Action Step                             |  | Anticipated Start/Completion Date |            |
| MOY Testing - DIBELS and IXL            |  | 2026-01-20                        | 2026-02-06 |
| Lead Person/Position                    | Material/Resources/Supports Needed             | PD Step?                          |            |
| Title I Teachers                        | DIBELS and IXL platform and testing            | No                                |            |
| Action Step                             |  | Anticipated Start/Completion Date |            |
| Data Delay Day Meeting                  |  | 2026-02-09                        | 2026-02-09 |
| Lead Person/Position                    | Material/Resources/Supports Needed             | PD Step?                          |            |
| Title I Teachers/Director of Curriculum | Data from BOY testing, DIBELS and IXL platform | Yes                               |            |
| Action Step                             |  | Anticipated Start/Completion Date |            |
| EOY Testing - DIBELS and IXL            |  | 2026-05-18                        | 2026-05-29 |
| Lead Person/Position                    | Material/Resources/Supports Needed             | PD Step?                          |            |
| Title I Teachers                        | DIBELS and IXL platform and testing            | No                                |            |



| Anticipated Output   | Monitoring/Evaluation (People, Frequency, and Method)                                     |
|--|---|
| Students will show at least a 5% increase from BOY to EOY scores in DIBELS or IXL. | Director of Curriculum, three times per year (BOY, MOY, EOY), DIBELS or IXL data platform |

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

| eGgrant Budget Category<br>(Schoolwide Funding) | Action Plan(s)  | Expenditure Description                    | Amount |
|---|---|--|--------|
| Instruction                                     | <ul style="list-style-type: none"><li>Co-Teaching</li></ul>                                     | Resources to be used for Title I services  | 17649  |
| Instruction                                     | <ul style="list-style-type: none"><li>Data-Driven Decision Making</li></ul>                     | Salaries and benefits for Title I teachers | 251262 |
| Other Expenditures                              | <ul style="list-style-type: none"><li>Co-Teaching</li><li>Data-Driven Decision Making</li></ul> | Resources for homeless students            | 1000   |
|   |   |  |        |
| Total Expenditures                              |   |  | 269911 |

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy     | Action Steps           |
|-----------------------------|------------------------|
| Data-Driven Decision Making | Data Delay Day Meeting |
| Data-Driven Decision Making | Data Delay Day Meeting |

### Data Delay Day Meeting

| Action Step   |                   |                        |
|---|-------------------|------------------------|
| <ul style="list-style-type: none"><li>Data Delay Day Meeting</li></ul>                          |                   |                        |
| Audience  |                   |                        |
| All teachers K-4  |                   |                        |
| Topics to be Included   |                   |                        |
| DIBELS and IXL Data Review  |                   |                        |
| Evidence of Learning  |                   |                        |
| Teachers will be able to share the data pieces from DIBELS and IXL and help students set goals. |                   |                        |
| Lead Person/Position  | Anticipated Start | Anticipated Completion |
| Interventionist, Title I Teachers   | 2025-09-22        | 2026-02-23             |

### Learning Format

| Type of Activities   | Frequency        |
|--|------------------|
| Professional Learning Community (PLC)  | 2 times per year |
| Observation and Practice Framework Met in this Plan  |                  |
| <ul style="list-style-type: none"><li>4d: Participating in a Professional Community</li><li>1d: Demonstrating Knowledge of Resources</li><li>3d: Using Assessment in Instruction</li></ul> |                  |
| This Step Meets the Requirements of State Required Trainings   |                  |
| Language and Literacy Acquisition for All Students   |                  |



**Approvals & Signatures**

|                       |
|-----------------------|
| <b>Uploaded Files</b> |
|                       |

|   |             |
|---|-------------|
| <b>Chief School Administrator</b>               | <b>Date</b> |
|   |             |
| <b>Building Principal Signature</b>             | <b>Date</b> |
|   |             |
| <b>School Improvement Facilitator Signature</b> | <b>Date</b> |
|   |             |