



Title I Schoolwide Diagnostic

Pleasant Grove Elementary School

Bullitt County

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Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP and b) inserting an optional narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

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Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Pleasant Grove Elementary from 66.7 to 69 by 05/31/2015 as measured by K-Prep.

Strategy1:

2014-2015 ABRI - PGES ABRI team will continue to collaborate with UofL to implement/refine an effective school-wide academic and behavior response to intervention system.

Category: Continuous Improvement

Research Cited:

Activity - Data-Based Decision Making	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ABRI team will meet monthly to analyze academic and behavior data and determine any needed adjustments to our school-wide RtI system of interventions, including any needed professional development. (SWP 1, 2, 3, 4, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, ABRI Team

Strategy2:

2014-2015 Math Initiative - Teachers will be trained and implement best practices in the area of math through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Continuous Improvement

Research Cited:

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Activity - Formative Assessments/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop and administer Pre- and Post Assessments for each topic. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement effective student groupings to maximize differentiated math instruction and mastery of the Kentucky Core Academic Standards. Based on data, adjustments to student groupings will be made and interventions will be provided. Teachers will share academic data with parents. (SWP 1, 2, 3, 4, 6, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$650 - School Council Funds \$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Job-embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going, job-embedded collaborative professional development to all teachers to support quality instructional strategies and student achievement. (SWP 1, 3, 4, 5, 8, 9)	Academic Support Program	08/06/2014	08/05/2015	\$0 - No Funding Required	Principal/Instructional Coach

Activity - Standards alignment between KCAS and Core Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLC's will continue to analyze/revise Core Math program to ensure lesson objectives/ instruction delivery/ KCAS for Math are all aligned.(SWP 1, 2, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$1200 - School Council Funds	Principal, Instructional Coach, Classroom Teachers

Strategy3:

2014-2015 Literacy Initiative - Teachers will be trained and implement best practices in the area of Reading through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Professional Learning & Support

Research Cited:

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Activity - Formative Assessment/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop Pre- and Post Assessments for each Unit of Study. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an online assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement differentiated guided reading groups. Teachers will incorporate Title I materials in addition to our core reading program to meet the needs of each student and help students attain mastery of the Kentucky Core Academic Standards. Adjustments to guided reading groups will be made as needed based on a variety of assessment data. (SWP 1, 2, 3, 4, 6, 8, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$650 - School Council Funds \$0 - No Funding Required	Principial, Instructional Coach, Classroom Teachers

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, grades K-3, will administer the Benchmark Assessment to students 2 times per year. Grade 4 teachers will administer Benchmark Assessment to Tier II students 2 times per year. Grade 5 teachers will administer Benchmark Assessment to Tier II students at the end of the first semester. Information gleaned from assessment will be used to drive literacy instruction. (SWP 1, 2, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$1200 - School Council Funds	Classroom Teachers

Goal 2:

Increase the average combined Reading and Math proficiency rating for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 39.6 to 46.2 by 05/31/2014 as measured by K-Prep.

Strategy1:

RTI - PLC's will develop proficiency plans for K-2 students who are performing below grade level as measured by MAP(<24th %ile), DRA, and classroom assessments; and 3-5 GAP students who are performing below proficiency.

Category:

Research Cited:

Title I Schoolwide Diagnostic

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Activity - Tier II Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement evidenced-based Tier II reading and math interventions, focusing on specific skill deficits, and individualized instruction. Parents will be notified of placement into intervention and informed of student progress throughout the intervention process. (SWP 1, 2, 3, 6, 8, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$0 - State Funds	Principal, Instructional Coach, Classroom Teachers

Activity - Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KPREP data as well as MAP data will be analyzed to identify students in the targeted gap groups. (SWP 1, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Classroom Teachers/Title I certified staff/Instructional Coach/Principal/Special Education Teachers

Activity - Collaboration-Special Education/Regular Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and support staff will join PLCs monthly. Academic progress of students will be reviewed and modifications to instruction will be developed relative to student data. (SWP 1, 3, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Teachers/Title I Certified Staff/Principal/Instructional Coach

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going, job-embedded professional development will be provided to all teachers to support quality instructional strategies and student achievement. (SWP 1, 4, 5, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Teachers/Title I Certified Staff/Principal/Instructional Coach

Activity - Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthrough data along with student achievement data will be analyzed to ensure implementation of best practices and quality differentiated instructional strategies. (SWP 1, 2, 3, 5, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/Instructional Coach/Classroom Teacher/Title I Certified Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will enter weekly progress monitoring data into SPAGS. PLC's will review SPAGS graphs every 4 weeks to determine effectiveness of the intervention and next steps. Based on progress monitoring data, parents will be informed of student progress throughout the intervention process.(SWP 1, 2, 6, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

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Activity - Student Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition activities are planned and implemented by teachers to ensure student success. Teachers meet in vertical teams to discuss the academic achievement of transitioning students. Each grade level provides student data to the next grade level to support continued academic achievement. Fifth grade teachers provide student data on transitioning students to our feeder middle school. Preschool student data is shared with kindergarten teachers. Preschool parents and students visit the kindergarten classrooms with an orientation on policies and home strategies to ensure success in the elementary school programs. (SWP 1, 6, 7, 8, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Classroom Teachers/Preschool Teachers/Guidance Counselor

Goal 3:

All Teachers at Pleasant Grove Elementary will become Next Generation Professionals

Measurable Objective 1:

demonstrate a proficiency by improving classroom instruction (TPGES Domain 3) by 05/31/2017 as measured by as measured by TPGES Rubric.

Strategy1:

TPGES Initiative - Teachers will work with Instructional Coach and Principal to plan and deliver instruction aligned to the accomplished/exemplary indicators and elements of TPGES Domain 3- Instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize MAP data, common assessment data, and classroom formal/informal data to identify areas of growth for all students in reading and math, as well as develop student goals. Monitor MAP growth reports for improvements in student growth. (SWP 1, 2, 8, 9)	Academic Support Program Other	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified teachers/Principal/Instructional Coach

Activity - Learning Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively through PLC's to design rigorous instruction that includes higher DOK levels and active student engagement. Learning plans will be monitored and teachers will receive feedback from administrators. (SWP 1, 2, 5, 8, 9)	Other	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified Teachers Instructional Coach Principal

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Activity - Instructional Delivery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver rigorous instruction that includes higher DOK levels and active student engagement. Rigor and student engagement will be monitored through classroom walkthroughs and TPGES observations. Teachers will receive feedback through the DOT and TPGES Post Conference. (SWP 1, 2, 3, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified Teachers Principal

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Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Pleasant Grove Elementary from 66.7 to 69 by 05/31/2015 as measured by K-Prep.

Strategy1:

2014-2015 Literacy Initiative - Teachers will be trained and implement best practices in the area of Reading through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Professional Learning & Support

Research Cited:

Activity - Formative Assessment/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop Pre- and Post Assessments for each Unit of Study. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an online assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement differentiated guided reading groups. Teachers will incorporate Title I materials in addition to our core reading program to meet the needs of each student and help students attain mastery of the Kentucky Core Academic Standards. Adjustments to guided reading groups will be made as needed based on a variety of assessment data. (SWP 1, 2, 3, 4, 6, 8, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$650 - School Council Funds \$0 - No Funding Required	Prinicipal, Instructional Coach, Classroom Teachers

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, grades K-3, will administer the Benchmark Assessment to students 2 times per year. Grade 4 teachers will administer Benchmark Assessment to Tier II students 2 times per year. Grade 5 teachers will administer Benchmark Assessment to Tier II students at the end of the first semester. Information gleaned from assessment will be used to drive literacy instruction. (SWP 1, 2, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$1200 - School Council Funds	Classroom Teachers

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Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive job-embedded professional development in best practices of reading instruction focusing on reading workshop model, guided reading groups, and Thinking Strategies. PD will be provided through the use of book studies, PD 360, Benchmark Literacy Webinars ,Peer Modeling. (SWP 2, 4, 5, 8, 9)	Professional Learning	01/01/2015	12/31/2015	\$1200 - School Council Funds	Principal, Instructional Coach, Classroom Teachers

Strategy2:

2014-2015 ABRI - PGES ABRI team will continue to collaborate with UofL to implement/refine an effective school-wide academic and behavior response to intervention system.

Category: Continuous Improvement

Research Cited:

Activity - Data-Based Decision Making	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ABRI team will meet monthly to analyze academic and behavior data and determine any needed adjustments to our school-wide RtI system of interventions, including any needed professional development. (SWP 1, 2, 3, 4, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, ABRI Team

Activity - Student/Staff Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ABRI Team will plan regular student/staff recognition/celebrations for positive behavior and academic achievement. (SWP 2, 5, 10)	Academic Support Program	01/01/2015	12/31/2015	\$2500 - School Council Funds	Principal, ABRI Team

Strategy3:

2014-2015 Math Initiative - Teachers will be trained and implement best practices in the area of math through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Continuous Improvement

Research Cited:

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Activity - Formative Assessments/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop and administer Pre- and Post Assessments for each topic. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement effective student groupings to maximize differentiated math instruction and mastery of the Kentucky Core Academic Standards. Based on data, adjustments to student groupings will be made and interventions will be provided. Teachers will share academic data with parents. (SWP 1, 2, 3, 4, 6, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$650 - School Council Funds \$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Standards alignment between KCAS and Core Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLC's will continue to analyze/revise Core Math program to ensure lesson objectives/ instruction delivery/ KCAS for Math are all aligned.(SWP 1, 2, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$1200 - School Council Funds	Principal, Instructional Coach, Classroom Teachers

Goal 2:

Increase the average combined Reading and Math proficiency rating for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 39.6 to 46.2 by 05/31/2014 as measured by K-Prep.

Strategy1:

RTI - PLC's will develop proficiency plans for K-2 students who are performing below grade level as measured by MAP(<24th %ile), DRA, and classroom assessments; and 3-5 GAP students who are performing below proficiency.

Category:

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will enter weekly progress monitoring data into SPAGS. PLC's will review SPAGS graphs every 4 weeks to determine effectiveness of the intervention and next steps. Based on progress monitoring data, parents will be informed of student progress throughout the intervention process.(SWP 1, 2, 6, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

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Activity - Tier II Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement evidenced-based Tier II reading and math interventions, focusing on specific skill deficits, and individualized instruction. Parents will be notified of placement into intervention and informed of student progress throughout the intervention process. (SWP 1, 2, 3, 6, 8, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$0 - State Funds	Principal, Instructional Coach, Classroom Teachers

Activity - Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthrough data along with student achievement data will be analyzed to ensure implementation of best practices and quality differentiated instructional strategies. (SWP 1, 2, 3, 5, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/Instructional Coach/Classroom Teacher/Title I Certified Staff

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make consistent contact with families of students in the gap groups that have poor attendance. School and district personnel work to support families and provide assistance as needed to help improve student attendance. (SWP 2, 6, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/Guidance Counselor/District Social Worker/Attendance Clerk/Teachers

Goal 3:

All Teachers at Pleasant Grove Elementary will become Next Generation Professionals

Measurable Objective 1:

demonstrate a proficiency by improving classroom instruction (TPGES Domain 3) by 05/31/2017 as measured by as measured by TPGES Rubric.

Strategy1:

TPGES Initiative - Teachers will work with Instructional Coach and Principal to plan and deliver instruction aligned to the accomplished/exemplary indicators and elements of TPGES Domain 3- Instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Instructional Delivery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver rigorous instruction that includes higher DOK levels and active student engagement. Rigor and student engagement will be monitored through classroom walkthroughs and TPGES observations. Teachers will receive feedback through the DOT and TPGES Post Conference. (SWP 1, 2, 3, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified Teachers Principal

Title I Schoolwide Diagnostic

Pleasant Grove Elementary School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize MAP data, common assessment data, and classroom formal/informal data to identify areas of growth for all students in reading and math, as well as develop student goals. Monitor MAP growth reports for improvements in student growth. (SWP 1, 2, 8, 9)	Academic Support Program Other	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified teachers/Principal/Instructional Coach

Activity - Learning Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively through PLC's to design rigorous instruction that includes higher DOK levels and active student engagement. Learning plans will be monitored and teachers will receive feedback from administrators. (SWP 1, 2, 5, 8, 9)	Other	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified Teachers Instructional Coach Principal

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Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Pleasant Grove Elementary from 66.7 to 69 by 05/31/2015 as measured by K-Prep.

Strategy1:

2014-2015 ABRI - PGES ABRI team will continue to collaborate with UofL to implement/refine an effective school-wide academic and behavior response to intervention system.

Category: Continuous Improvement

Research Cited:

Activity - Data-Based Decision Making	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ABRI team will meet monthly to analyze academic and behavior data and determine any needed adjustments to our school-wide RtI system of interventions, including any needed professional development. (SWP 1, 2, 3, 4, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, ABRI Team

Strategy2:

2014-2015 Literacy Initiative - Teachers will be trained and implement best practices in the area of Reading through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Professional Learning & Support

Research Cited:

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Activity - Formative Assessment/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop Pre- and Post Assessments for each Unit of Study. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an online assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement differentiated guided reading groups. Teachers will incorporate Title I materials in addition to our core reading program to meet the needs of each student and help students attain mastery of the Kentucky Core Academic Standards. Adjustments to guided reading groups will be made as needed based on a variety of assessment data. (SWP 1, 2, 3, 4, 6, 8, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$650 - School Council Funds \$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Strategy3:

2014-2015 Math Initiative - Teachers will be trained and implement best practices in the area of math through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Continuous Improvement

Research Cited:

Activity - Job-embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going, job-embedded collaborative professional development to all teachers to support quality instructional strategies and student achievement. (SWP 1, 3, 4, 5, 8, 9)	Academic Support Program	08/06/2014	08/05/2015	\$0 - No Funding Required	Principal/Instructional Coach

Activity - Formative Assessments/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop and administer Pre- and Post Assessments for each topic. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement effective student groupings to maximize differentiated math instruction and mastery of the Kentucky Core Academic Standards. Based on data, adjustments to student groupings will be made and interventions will be provided. Teachers will share academic data with parents. (SWP 1, 2, 3, 4, 6, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required \$650 - School Council Funds	Principal, Instructional Coach, Classroom Teachers

Goal 2:

Increase the average combined Reading and Math proficiency rating for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

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Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 39.6 to 46.2 by 05/31/2014 as measured by K-Prep.

Strategy1:

RTI - PLC's will develop proficiency plans for K-2 students who are performing below grade level as measured by MAP(<24th %ile), DRA, and classroom assessments; and 3-5 GAP students who are performing below proficiency.

Category:

Research Cited:

Activity - Collaboration-Special Education/Regular Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and support staff will join PLCs monthly. Academic progress of students will be reviewed and modifications to instruction will be developed relative to student data. (SWP 1, 3, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Teachers/Title I Certified Staff/Principal/Instructional Coach

Activity - Tier II Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement evidenced-based Tier II reading and math interventions, focusing on specific skill deficits, and individualized instruction. Parents will be notified of placement into intervention and informed of student progress throughout the intervention process. (SWP 1, 2, 3, 6, 8, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$0 - State Funds	Principal, Instructional Coach, Classroom Teachers

Activity - Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthrough data along with student achievement data will be analyzed to ensure implementation of best practices and quality differentiated instructional strategies. (SWP 1, 2, 3, 5, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/Instructional Coach/Classroom Teacher/Title I Certified Staff

Goal 3:

All Teachers at Pleasant Grove Elementary will become Next Generation Professionals

Measurable Objective 1:

demonstrate a proficiency by improving classroom instruction (TPGES Domain 3) by 05/31/2017 as measured by as measured by TPGES Rubric.

Strategy1:

TPGES Initiative - Teachers will work with Instructional Coach and Principal to plan and deliver instruction aligned to the accomplished/exemplary indicators and elements of TPGES Domain 3- Instruction.

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Category: Professional Learning & Support

Research Cited:

Activity - Instructional Delivery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver rigorous instruction that includes higher DOK levels and active student engagement. Rigor and student engagement will be monitored through classroom walkthroughs and TPGES observations. Teachers will receive feedback through the DOT and TPGES Post Conference. (SWP 1, 2, 3, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified Teachers Principal

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Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Pleasant Grove Elementary from 66.7 to 69 by 05/31/2015 as measured by K-Prep.

Strategy1:

2014-2015 Math Initiative - Teachers will be trained and implement best practices in the area of math through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Continuous Improvement

Research Cited:

Activity - Job-embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going, job-embedded collaborative professional development to all teachers to support quality instructional strategies and student achievement. (SWP 1, 3, 4)	Academic Support Program	08/06/2014	08/05/2015	\$0 - No Funding Required	Principal/Instructional Coach

Activity - Formative Assessments/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop and administer Pre- and Post Assessments for each topic. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement effective student groupings to maximize differentiated math instruction and mastery of the Kentucky Core Academic Standards. Based on data, adjustments to student groupings will be made and interventions will be provided. (SWP 1, 2, 3, 4, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$650 - School Council Funds \$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Strategy2:

2014-2015 ABRI - PGES ABRI team will continue to collaborate with UofL to implement/refine an effective school-wide academic and behavior response to intervention system.

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Category: Continuous Improvement

Research Cited:

Activity - Data-Based Decision Making	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ABRI team will meet monthly to analyze academic and behavior data and determine any needed adjustments to our school-wide RtI system of interventions, including any needed professional development. (SWP 1, 2, 3, 4, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, ABRI Team

Strategy3:

2014-2015 Literacy Initiative - Teachers will be trained and implement best practices in the area of Reading through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Professional Learning & Support

Research Cited:

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive job-embedded professional development in best practices of reading instruction focusing on reading workshop model, guided reading groups, and Thinking Strategies. PD will be provided through the use of book studies, PD 360, Benchmark Literacy Webinars ,Peer Modeling. (SWP 2, 4, 5, 8, 9)	Professional Learning	01/01/2015	12/31/2015	\$1200 - School Council Funds	Principal, Instructional Coach, Classroom Teachers

Activity - Formative Assessment/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop Pre- and Post Assessments for each Unit of Study. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an online assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement differentiated guided reading groups. Teachers will incorporate Title I materials in addition to our core reading program to meet the needs of each student and help students attain mastery of the Kentucky Core Academic Standards. Adjustments to guided reading groups will be made as needed based on a variety of assessment data. (SWP 1, 2, 3, 8, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$0 - No Funding Required \$650 - School Council Funds	Principcal, Instructional Coach, Classroom Teachers

Goal 2:

Increase the average combined Reading and Math proficiency rating for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 39.6 to 46.2 by 05/31/2014 as measured by K-Prep.

Strategy1:

RTI - PLC's will develop proficiency plans for K-2 students who are performing below grade level as measured by MAP(<24th %ile), DRA, and classroom assessments; and 3-5 GAP students who are performing below proficiency.

Category:

Research Cited:

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going, job-embedded professional development will be provided to all teachers to support quality instructional strategies and student achievement. (SWP 1, 4, 5, 8)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Teachers/Title I Certified Staff/Principal/Instructional Coach

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Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Pleasant Grove Elementary from 66.7 to 69 by 05/31/2015 as measured by K-Prep.

Strategy1:

2014-2015 Literacy Initiative - Teachers will be trained and implement best practices in the area of Reading through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Professional Learning & Support

Research Cited:

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive job-embedded professional development in best practices of reading instruction focusing on reading workshop model, guided reading groups, and Thinking Strategies. PD will be provided through the use of book studies, PD 360, Benchmark Literacy Webinars ,Peer Modeling. (SWP 2, 4, 5, 8, 9)	Professional Learning	01/01/2015	12/31/2015	\$1200 - School Council Funds	Principal, Instructional Coach, Classroom Teachers

Strategy2:

2014-2015 Math Initiative - Teachers will be trained and implement best practices in the area of math through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Continuous Improvement

Research Cited:

Activity - Job-embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going, job-embedded collaborative professional development to all teachers to support quality instructional strategies and student achievement. (SWP 1, 3, 4)	Academic Support Program	08/06/2014	08/05/2015	\$0 - No Funding Required	Principal/Instructional Coach

Strategy3:

2014-2015 ABRI - PGES ABRI team will continue to collaborate with UofL to implement/refine an effective school-wide academic and

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behavior response to intervention system.

Category: Continuous Improvement

Research Cited:

Activity - Student/Staff Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ABRI Team will plan regular student/staff recognition/celebrations for positive behavior and academic achievement. (SWP 2, 10)	Academic Support Program	01/01/2015	12/31/2015	\$2500 - School Council Funds	Principal, ABRI Team

Goal 2:

Increase the average combined Reading and Math proficiency rating for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 39.6 to 46.2 by 05/31/2014 as measured by K-Prep.

Strategy1:

RTI - PLC's will develop proficiency plans for K-2 students who are performing below grade level as measured by MAP(<24th %ile), DRA, and classroom assessments; and 3-5 GAP students who are performing below proficiency.

Category:

Research Cited:

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going, job-embedded professional development will be provided to all teachers to support quality instructional strategies and student achievement. (SWP 1, 4, 5, 8)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Teachers/Title I Certified Staff/Principal/Instructional Coach

Activity - Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthrough data along with student achievement data will be analyzed to ensure implementation of best practices and quality differentiated instructional strategies. (SWP 1, 2, 3, 5, 8)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/Instructional Coach/Classroom Teacher/Title I Certified Staff

Goal 3:

All Teachers at Pleasant Grove Elementary will become Next Generation Professionals

Measurable Objective 1:

demonstrate a proficiency by improving classroom instruction (TPGES Domain 3) by 05/31/2017 as measured by as measured by TPGES

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Rubric.

Strategy1:

TPGES Initiative - Teachers will work with Instructional Coach and Principal to plan and deliver instruction aligned to the accomplished/exemplary indicators and elements of TPGES Domain 3- Instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Learning Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively through PLC's to design rigorous instruction that includes higher DOK levels and active student engagement. Learning plans will be monitored and teachers will receive feedback from administrators. (SWP 1, 2, 8, 9)	Other	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified Teachers Instructional Coach Principal

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Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Pleasant Grove Elementary from 66.7 to 69 by 05/31/2015 as measured by K-Prep.

Strategy1:

2014-2015 Math Initiative - Teachers will be trained and implement best practices in the area of math through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Continuous Improvement

Research Cited:

Activity - Formative Assessments/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop and administer Pre- and Post Assessments for each topic. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement effective student groupings to maximize differentiated math instruction and mastery of the Kentucky Core Academic Standards. Based on data, adjustments to student groupings will be made and interventions will be provided. (SWP 1, 2, 3, 4, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$650 - School Council Funds \$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Strategy2:

2014-2015 Literacy Initiative - Teachers will be trained and implement best practices in the area of Reading through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Professional Learning & Support

Research Cited:

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Activity - Formative Assessment/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop Pre- and Post Assessments for each Unit of Study. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an online assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement differentiated guided reading groups. Teachers will incorporate Title I materials in addition to our core reading program to meet the needs of each student and help students attain mastery of the Kentucky Core Academic Standards. Adjustments to guided reading groups will be made as needed based on a variety of assessment data. (SWP 1, 2, 3, 8, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$650 - School Council Funds \$0 - No Funding Required	Prinicipal, Instructional Coach, Classroom Teachers

Goal 2:

Increase the average combined Reading and Math proficiency rating for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 39.6 to 46.2 by 05/31/2014 as measured by K-Prep.

Strategy1:

RTI - PLC's will develop proficiency plans for K-2 students who are performing below grade level as measured by MAP(<24th %ile), DRA, and classroom assessments; and 3-5 GAP students who are performing below proficiency.

Category:

Research Cited:

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make consistent contact with families of students in the gap groups that have poor attendance. School and district personnel work to support families and provide assistance as needed to help improve student attendance. (SWP 2, 6, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/Guidance Counselor/District Social Worker/Attendance Clerk/Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will enter weekly progress monitoring data into SPAGS. PLC's will review SPAGS graphs every 4 weeks to determine effectiveness of the intervention and next steps. (SWP 1, 2, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

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Activity - Tier II Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement evidenced-based Tier II reading and math interventions, focusing on specific skill deficits, and individualized instruction. (SWP 1, 2, 3, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$0 - State Funds	Principal, Instructional Coach, Classroom Teachers

Activity - Student Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition activities are planned and implemented by teachers to ensure student success. Teachers meet in vertical teams to discuss the academic achievement of transitioning students. Each grade level provides student data to the next grade level to support continued academic achievement. Fifth grade teachers provide student data on transitioning students to our feeder middle school. Preschool student data is shared with kindergarten teachers. Preschool parents and students visit the kindergarten classrooms with an orientation on policies and home strategies to ensure success in the elementary school programs. (SWP 1, 6, 7, 8, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Classroom Teachers/Preschool Teachers/Guidance Counselor

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Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:
Increase the average combined Reading and Math proficiency rating for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 39.6 to 46.2 by 05/31/2014 as measured by K-Prep.

Strategy1:
RTI - PLC's will develop proficiency plans for K-2 students who are performing below grade level as measured by MAP(<24th %ile), DRA, and classroom assessments; and 3-5 GAP students who are performing below proficiency.

Category:

Research Cited:

Activity - Student Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition activities are planned and implemented by teachers to ensure student success. Teachers meet in vertical teams to discuss the academic achievement of transitioning students. Each grade level provides student data to the next grade level to support continued academic achievement. Fifth grade teachers provide student data on transitioning students to our feeder middle school. Preschool student data is shared with kindergarten teachers. Preschool parents and students visit the kindergarten classrooms with an orientation on policies and home strategies to ensure success in the elementary school programs. (SWP 1, 6, 7, 8, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Classroom Teachers/Preschool Teachers/Guidance Counselor

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Pleasant Grove Elementary from 66.7 to 69 by 05/31/2015 as measured by K-Prep.

Strategy1:

2014-2015 ABRI - PGES ABRI team will continue to collaborate with UofL to implement/refine an effective school-wide academic and behavior response to intervention system.

Category: Continuous Improvement

Research Cited:

Activity - Data-Based Decision Making	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ABRI team will meet monthly to analyze academic and behavior data and determine any needed adjustments to our school-wide RtI system of interventions, including any needed professional development. (SWP 1, 2, 3, 4, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, ABRI Team

Strategy2:

2014-2015 Literacy Initiative - Teachers will be trained and implement best practices in the area of Reading through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Professional Learning & Support

Research Cited:

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Activity - Formative Assessment/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop Pre- and Post Assessments for each Unit of Study. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an online assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement differentiated guided reading groups. Teachers will incorporate Title I materials in addition to our core reading program to meet the needs of each student and help students attain mastery of the Kentucky Core Academic Standards. Adjustments to guided reading groups will be made as needed based on a variety of assessment data. (SWP 1, 2, 3, 8, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$0 - No Funding Required \$650 - School Council Funds	Principal, Instructional Coach, Classroom Teachers

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive job-embedded professional development in best practices of reading instruction focusing on reading workshop model, guided reading groups, and Thinking Strategies. PD will be provided through the use of book studies, PD 360, Benchmark Literacy Webinars ,Peer Modeling. (SWP 2, 4, 5, 8, 9)	Professional Learning	01/01/2015	12/31/2015	\$1200 - School Council Funds	Principal, Instructional Coach, Classroom Teachers

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, grades K-3, will administer the Benchmark Assessment to students 2 times per year. Grade 4 teachers will administer Benchmark Assessment to Tier II students 2 times per year. Grade 5 teachers will administer Benchmark Assessment to Tier II students at the end of the first semester. (SWP 1, 2, 8)	Academic Support Program	01/01/2015	12/31/2015	\$1200 - School Council Funds	Classroom Teachers

Strategy3:

2014-2015 Math Initiative - Teachers will be trained and implement best practices in the area of math through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Continuous Improvement

Research Cited:

Activity - Standards alignment between KCAS and Core Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLC's will continue to analyze/revise Core Math program to ensure lesson objectives/ instruction delivery/ KCAS for Math are all aligned.(SWP 1, 2, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$1200 - School Council Funds	Principal, Instructional Coach, Classroom Teachers

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Activity - Job-embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going, job-embedded collaborative professional development to all teachers to support quality instructional strategies and student achievement. (SWP 1, 3, 4)	Academic Support Program	08/06/2014	08/05/2015	\$0 - No Funding Required	Principal/Instructional Coach

Activity - Formative Assessments/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop and administer Pre- and Post Assessments for each topic. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement effective student groupings to maximize differentiated math instruction and mastery of the Kentucky Core Academic Standards. Based on data, adjustments to student groupings will be made and interventions will be provided. (SWP 1, 2, 3, 4, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$650 - School Council Funds \$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Goal 2:
Increase the average combined Reading and Math proficiency rating for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 39.6 to 46.2 by 05/31/2014 as measured by K-Prep.

Strategy1:
RTI - PLC's will develop proficiency plans for K-2 students who are performing below grade level as measured by MAP(<24th %ile), DRA, and classroom assessments; and 3-5 GAP students who are performing below proficiency.

Category:
Research Cited:

Activity - Tier II Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement evidenced-based Tier II reading and math interventions, focusing on specific skill deficits, and individualized instruction. (SWP 1, 2, 3, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$0 - State Funds	Principal, Instructional Coach, Classroom Teachers

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Activity - Student Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition activities are planned and implemented by teachers to ensure student success. Teachers meet in vertical teams to discuss the academic achievement of transitioning students. Each grade level provides student data to the next grade level to support continued academic achievement. Fifth grade teachers provide student data on transitioning students to our feeder middle school. Preschool student data is shared with kindergarten teachers. Preschool parents and students visit the kindergarten classrooms with an orientation on policies and home strategies to ensure success in the elementary school programs. (SWP 1, 6, 7, 8, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Classroom Teachers/Preschool Teachers/Guidance Counselor

Activity - Collaboration-Special Education/Regular Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and support staff will join PLCs monthly. Academic progress of students will be reviewed and modifications to instruction will be developed relative to student data. (SWP 1, 3, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Teachers/Title I Certified Staff/Principal/Instructional Coach

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will enter weekly progress monitoring data into SPAGS. PLC's will review SPAGS graphs every 4 weeks to determine effectiveness of the intervention and next steps. (SWP 1, 2, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going, job-embedded professional development will be provided to all teachers to support quality instructional strategies and student achievement. (SWP 1, 4, 5, 8)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Teachers/Title I Certified Staff/Principal/Instructional Coach

Activity - Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthrough data along with student achievement data will be analyzed to ensure implementation of best practices and quality differentiated instructional strategies. (SWP 1, 2, 3, 5, 8)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/Instructional Coach/Classroom Teacher/Title I Certified Staff

Activity - Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KPREP data as well as MAP data will be analyzed to identify students in the targeted gap groups. (SWP 1, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Classroom Teachers/Title I certified staff/Instructional Coach/Principal/Special Education Teachers

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Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make consistent contact with families of students in the gap groups that have poor attendance. School and district personnel work to support families and provide assistance as needed to help improve student attendance. (SWP 2, 6, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/Guidance Counselor/District Social Worker/Attendance Clerk/Teachers

Goal 3:

All Teachers at Pleasant Grove Elementary will become Next Generation Professionals

Measurable Objective 1:

demonstrate a proficiency by improving classroom instruction (TPGES Domain 3) by 05/31/2017 as measured by as measured by TPGES Rubric.

Strategy1:

TPGES Initiative - Teachers will work with Instructional Coach and Principal to plan and deliver instruction aligned to the accomplished/exemplary indicators and elements of TPGES Domain 3- Instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Learning Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively through PLC's to design rigorous instruction that includes higher DOK levels and active student engagement. Learning plans will be monitored and teachers will receive feedback from administrators. (SWP 1, 2, 8, 9)	Other	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified Teachers Instructional Coach Principal

Activity - Instructional Delivery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver rigorous instruction that includes higher DOK levels and active student engagement. Rigor and student engagement will be monitored through classroom walkthroughs and TPGES observations. Teachers will receive feedback through the DOT and TPGES Post Conference. (SWP 1, 2, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified Teachers Principal

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize MAP data, common assessment data, and classroom formal/informal data to identify areas of growth for all students in reading and math, as well as develop student goals. Monitor MAP growth reports for improvements in student growth. (SWP 1, 2, 8, 9)	Other Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified teachers/Principal/Instructional Coach

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Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Pleasant Grove Elementary from 66.7 to 69 by 05/31/2015 as measured by K-Prep.

Strategy1:

2014-2015 Literacy Initiative - Teachers will be trained and implement best practices in the area of Reading through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Professional Learning & Support

Research Cited:

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, grades K-3, will administer the Benchmark Assessment to students 2 times per year. Grade 4 teachers will administer Benchmark Assessment to Tier II students 2 times per year. Grade 5 teachers will administer Benchmark Assessment to Tier II students at the end of the first semester. (SWP 1, 2, 8)	Academic Support Program	01/01/2015	12/31/2015	\$1200 - School Council Funds	Classroom Teachers

Activity - Formative Assessment/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop Pre- and Post Assessments for each Unit of Study. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an online assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement differentiated guided reading groups. Teachers will incorporate Title I materials in addition to our core reading program to meet the needs of each student and help students attain mastery of the Kentucky Core Academic Standards. Adjustments to guided reading groups will be made as needed based on a variety of assessment data. (SWP 1, 2, 3, 8, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$0 - No Funding Required \$650 - School Council Funds	Prinicipal, Instructional Coach, Classroom Teachers

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Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive job-embedded professional development in best practices of reading instruction focusing on reading workshop model, guided reading groups, and Thinking Strategies. PD will be provided through the use of book studies, PD 360, Benchmark Literacy Webinars ,Peer Modeling. (SWP 2, 4, 5, 8, 9)	Professional Learning	01/01/2015	12/31/2015	\$1200 - School Council Funds	Principal, Instructional Coach, Classroom Teachers

Strategy2:

2014-2015 ABRI - PGES ABRI team will continue to collaborate with UofL to implement/refine an effective school-wide academic and behavior response to intervention system.

Category: Continuous Improvement

Research Cited:

Activity - Data-Based Decision Making	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ABRI team will meet monthly to analyze academic and behavior data and determine any needed adjustments to our school-wide RtI system of interventions, including any needed professional development. (SWP 1, 2, 3, 4, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, ABRI Team

Strategy3:

2014-2015 Math Initiative - Teachers will be trained and implement best practices in the area of math through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Continuous Improvement

Research Cited:

Activity - Standards alignment between KCAS and Core Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLC's will continue to analyze/revise Core Math program to ensure lesson objectives/ instruction delivery/ KCAS for Math are all aligned.(SWP 1, 2, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$1200 - School Council Funds	Principal, Instructional Coach, Classroom Teachers

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Activity - Formative Assessments/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop and administer Pre- and Post Assessments for each topic. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement effective student groupings to maximize differentiated math instruction and mastery of the Kentucky Core Academic Standards. Based on data, adjustments to student groupings will be made and interventions will be provided. (SWP 1, 2, 3, 4, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required \$650 - School Council Funds	Principal, Instructional Coach, Classroom Teachers

Activity - Job-embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going, job-embedded collaborative professional development to all teachers to support quality instructional strategies and student achievement. (SWP 1, 3, 4)	Academic Support Program	08/06/2014	08/05/2015	\$0 - No Funding Required	Principal/Instructional Coach

Goal 2:

Increase the average combined Reading and Math proficiency rating for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 39.6 to 46.2 by 05/31/2014 as measured by K-Prep.

Strategy1:

RTI - PLC's will develop proficiency plans for K-2 students who are performing below grade level as measured by MAP(<24th %ile), DRA, and classroom assessments; and 3-5 GAP students who are performing below proficiency.

Category:

Research Cited:

Activity - Collaboration-Special Education/Regular Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and support staff will join PLCs monthly. Academic progress of students will be reviewed and modifications to instruction will be developed relative to student data. (SWP 1, 3, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Teachers/Title I Certified Staff/Principal/Instructional Coach

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Activity - Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KPREP data as well as MAP data will be analyzed to identify students in the targeted gap groups. (SWP 1, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Classroom Teachers/Title I certified staff/Instructional Coach/Principal/Special Education Teachers

Activity - Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthrough data along with student achievement data will be analyzed to ensure implementation of best practices and quality differentiated instructional strategies. (SWP 1, 2, 3, 5, 8)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/Instructional Coach/Classroom Teacher/Title I Certified Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will enter weekly progress monitoring data into SPAGS. PLC's will review SPAGS graphs every 4 weeks to determine effectiveness of the intervention and next steps. (SWP 1, 2, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make consistent contact with families of students in the gap groups that have poor attendance. School and district personnel work to support families and provide assistance as needed to help improve student attendance. (SWP 2, 6, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/Guidance Counselor/District Social Worker/Attendance Clerk/Teachers

Activity - Tier II Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement evidenced-based Tier II reading and math interventions, focusing on specific skill deficits, and individualized instruction. (SWP 1, 2, 3, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$0 - State Funds	Principal, Instructional Coach, Classroom Teachers

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going, job-embedded professional development will be provided to all teachers to support quality instructional strategies and student achievement. (SWP 1, 4, 5, 8)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Teachers/Title I Certified Staff/Principal/Instructional Coach

Goal 3:

All Teachers at Pleasant Grove Elementary will become Next Generation Professionals

Measurable Objective 1:

demonstrate a proficiency by improving classroom instruction (TPGES Domain 3) by 05/31/2017 as measured by as measured by TPGES

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Rubric.

Strategy1:

TPGES Initiative - Teachers will work with Instructional Coach and Principal to plan and deliver instruction aligned to the accomplished/exemplary indicators and elements of TPGES Domain 3- Instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Instructional Delivery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver rigorous instruction that includes higher DOK levels and active student engagement. Rigor and student engagement will be monitored through classroom walkthroughs and TPGES observations. Teachers will receive feedback through the DOT and TPGES Post Conference. (SWP 1, 2, 8, 9)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified Teachers Principal

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize MAP data, common assessment data, and classroom formal/informal data to identify areas of growth for all students in reading and math, as well as develop student goals. Monitor MAP growth reports for improvements in student growth. (SWP 1, 2, 8, 9)	Academic Support Program Other	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified teachers/Principal/Instructional Coach

Activity - Learning Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively through PLC's to design rigorous instruction that includes higher DOK levels and active student engagement. Learning plans will be monitored and teachers will receive feedback from administrators. (SWP 1, 2, 8, 9)	Other	01/01/2015	12/31/2015	\$0 - No Funding Required	Certified Teachers Instructional Coach Principal

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Pleasant Grove Elementary from 66.7 to 69 by 05/31/2015 as measured by K-Prep.

Strategy1:

2014-2015 Math Initiative - Teachers will be trained and implement best practices in the area of math through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Continuous Improvement

Research Cited:

Activity - Formative Assessments/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop and administer Pre- and Post Assessments for each topic. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement effective student groupings to maximize differentiated math instruction and mastery of the Kentucky Core Academic Standards. Based on data, adjustments to student groupings will be made and interventions will be provided. (SWP 1, 2, 3, 4, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$650 - School Council Funds \$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Strategy2:

2014-2015 ABRI - PGES ABRI team will continue to collaborate with UofL to implement/refine an effective school-wide academic and behavior response to intervention system.

Category: Continuous Improvement

Research Cited:

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Activity - Data-Based Decision Making	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ABRI team will meet monthly to analyze academic and behavior data and determine any needed adjustments to our school-wide RtI system of interventions, including any needed professional development. (SWP 1, 2, 3, 4, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, ABRI Team

Activity - Student/Staff Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ABRI Team will plan regular student/staff recognition/celebrations for positive behavior and academic achievement. (SWP 2, 10)	Academic Support Program	01/01/2015	12/31/2015	\$2500 - School Council Funds	Principal, ABRI Team

Strategy3:

2014-2015 Literacy Initiative - Teachers will be trained and implement best practices in the area of Reading through job embedded professional development utilizing PLC's, Teacher Planning Days and required PD hours.

Category: Professional Learning & Support

Research Cited:

Activity - Formative Assessment/Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's will develop Pre- and Post Assessments for each Unit of Study. Post assessments will include Multiple choice and grade-appropriate constructed response questions. Grades 3-5 will enter data into Lightning Grader, an online assessment analysis service, to monitor student proficiency levels. PLC's will analyze data from each Pre/Post assessment to determine individual needs. Teachers will implement differentiated guided reading groups. Teachers will incorporate Title I materials in addition to our core reading program to meet the needs of each student and help students attain mastery of the Kentucky Core Academic Standards. Adjustments to guided reading groups will be made as needed based on a variety of assessment data. (SWP 1, 2, 3, 8, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$0 - No Funding Required \$650 - School Council Funds	Prinicpal, Instructional Coach, Classroom Teachers

Goal 2:

Increase the average combined Reading and Math proficiency rating for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 39.6 to 46.2 by 05/31/2014 as measured by K-Prep.

Strategy1:

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RTI - PLC's will develop proficiency plans for K-2 students who are performing below grade level as measured by MAP(<24th %ile), DRA, and classroom assessments; and 3-5 GAP students who are performing below proficiency.

Category:

Research Cited:

Activity - Student Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition activities are planned and implemented by teachers to ensure student success. Teachers meet in vertical teams to discuss the academic achievement of transitioning students. Each grade level provides student data to the next grade level to support continued academic achievement. Fifth grade teachers provide student data on transitioning students to our feeder middle school. Preschool student data is shared with kindergarten teachers. Preschool parents and students visit the kindergarten classrooms with an orientation on policies and home strategies to ensure success in the elementary school programs. (SWP 1, 6, 7, 8, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Classroom Teachers/Preschool Teachers/Guidance Counselor

Activity - Tier II Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement evidenced-based Tier II reading and math interventions, focusing on specific skill deficits, and individualized instruction. (SWP 1, 2, 3, 9, 10)	Direct Instruction	01/01/2015	12/31/2015	\$0 - State Funds	Principal, Instructional Coach, Classroom Teachers

Activity - Collaboration-Special Education/Regular Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and support staff will join PLCs monthly. Academic progress of students will be reviewed and modifications to instruction will be developed relative to student data. (SWP 1, 3, 8, 9, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Teachers/Title I Certified Staff/Principal/Instructional Coach

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make consistent contact with families of students in the gap groups that have poor attendance. School and district personnel work to support families and provide assistance as needed to help improve student attendance. (SWP 2, 6, 10)	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/Guidance Counselor/District Social Worker/Attendance Clerk/Teachers