Pine Grove El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Pine Grove El Sch		129546003
Address 1		
107 School Street		
Address 2		
City	**State**	**Zip Code**
Pine Grove	PA	17963
Chief School Administrator		**Chief School Administrator Email**
Mr Heath W Renninger		hrenninger@pgasd.com
Principal Name		
Corey Mentzer		
Principal Email		
cmentzer@pgasd.com		
Principal Phone Number		**Principal Extension**
5703452731		337
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Steph Ziegmont	District Level Leaders	Pine Grove Area School District	sziegmont@pgasd.com
Corey Mentzer	Principal	Pine Grove Area Elementary	cmentzer@pgasd.com
Bill Kimber	District Level Leaders	Pine Grove Area School District	bkimber@pgasd.com
Gena Moyer	Community Member	Pine Grove Community Member	genavieve81@gmail.com
Shandra Allar	Parent	Parent of Pine Grove Area Elementary Student	shandra@allarlawn.com
Heath Renninger	Chief School Administrator	Pine Grove Area School District	hrenninger@pgasd.com
Donna Medeiros	Teacher	Pine Grove Area Elementary	dmedeiros@pgasd.com
Jolene Schneck	Teacher	Pine Grove Area Elementary	jschneck@pgasd.com
Amber Holland	Teacher	Pine Grove Area Elementary	aholland@pgasd.com
Angela Brand	Teacher	Pine Grove Area Elementary	abrand@pgasd.com
Tiffany Renninger	Teacher	Pine Grove Area Elementary	trenninger@pgasd.com
David Lukasewicz	Board Member	Pine Grove Area School District	dlukasewicz@pgasd.com

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

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Overall, ELA is in red, most subgroups decreased from last year and we are not showing proficiency; however, it is above the state average. The all student group did not meet the interim goal/improvement target.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Students in white subgroup scored 55.9% proficient/advanced which is above the state average.
Students with Disabilities	Students in students with disabilities subgroup scored 19.2% proficient/advanced which is an increase of 1.3% from the previous year.

Challenges

ESSA Student Subgroups	Indicator
White	Students in white subgroup scored a 55.9% proficient/advanced which is a decrease from the previous year and also below the statewide goal of 81.1%.
Economically Disadvantaged	Students in ED subgroup scored a 45.6% proficient/advanced which is a decrease from the previous year and below the statewide goal of 81.1%.
Students with Disabilities	Students in students with disabilities subgroup scored a 19.2% proficient/advanced which is below the statewide goal of 81.1%.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Overall, Math is in green but is showing a drop in proficiency and a decrease from the previous year; however, it is still above the state average. The all student group meets the interim goal/improvement target.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Students in white subgroup scored 63.4% proficient/advanced which is above the state average.
Economically Disadvantaged	Students in ED subgroup scored 53.5% proficient/advanced which is above the state average.

Challenges

ESSA Student Subgroups	Indicator
White	Students in white subgroup scored a 63.4% proficient/advanced which is a decrease from the previous year and below the statewide goal of 71.8%.
Economically Disadvantaged	Students in ED subgroup scored a 53.5% proficient/advanced which is a decrease from the previous year and below the statewide goal of 71.8%.
Students with Disabilities	Students in students with disabilities subgroup scored a 25.0% proficient/advanced which is a decrease from the previous year, below the state average, and below the statewide goal of 71.8%.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Most student subgroups increased a bit from last year; however, we are still well below meeting the statewide growth standards and the statewide average growth score.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Students in white subgroup scored 53.0 in growth which is an increase from the previous year.
Economically Disadvantaged	Students in ED subgroup scored 57.0 in growth which is an increase from the previous year.

Challenges

ESSA Student Subgroups	Indicator
White	Students in white subgroup scored a 53 which is well below meeting the statewide growth standards and the statewide average growth score.
Economically Disadvantaged	Students in ED subgroup scored a 57 which is well below meeting the statewide growth standards and the statewide average growth score.
Students with Disabilities	Students in students with disabilities subgroup scored a 15 which is a large decrease from the previous year, well below meeting the statewide growth standards, and the statewide average growth score.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Most student subgroups decreased a bit from last year; however, we are still above meeting the statewide growth standards and the statewide average growth score.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Students in white subgroup scored 79 in growth which is above both the statewide average growth score and above meeting the statewide growth standard.
Economically Disadvantaged	Students in ED subgroup scored 79 in growth which is above both the statewide average growth score and above meeting the statewide growth standard.
Students with Disabilities	Students in students with disabilities subgroup scored 72 in growth which is a huge increase from the previous year and above meeting the statewide growth standard.

Challenges

ESSA Student Subgroups	Indicator
White	Students in white subgroup scored a 79 which is a small decrease from the previous year.
Economically Disadvantaged	Students in ED subgroup scored a 79 which is a small decrease from the previous year.
Students with Disabilities	Students in students with disabilities subgroup scored a 72 which is below the statewide average growth score.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Regular attendance has increased for all subgroups and is above the statewide average; however, it is below the statewide performance standard.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Students in white subgroup have 83.7% attendance rate which is an increase from the previous year and above the statewide average.
Students with Disabilities	Students in students with disabilities subgroup have 77.4% attendance rate which is an increase from the previous year.
Combined Ethnicity	Students in combined ethnicity subgroup have 62.5% attendance rate which is an increase from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students in students with disabilities subgroup have 77.4% attendance rate which is below the statewide average.
Combined Ethnicity	Students in combined ethnicity subgroup have 62.5% attendance rate which is below the statewide average.

Career Standards Benchmark

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Students in white subgroup scored 55.9% proficient/advanced which is above the state average.
Students in students with disabilities subgroup scored 19.2% proficient/advanced which is an increase of 1.3% from the previous year.
Students in white subgroup scored 63.4% proficient/advanced which is above the state average.
Overall, Math is in green but is showing a drop in proficiency and a decrease from the previous year; however, it is still above the state average. The all student group meets the interim goal/improvement target.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Students in white subgroup scored a 55.9% proficient/advanced which is a decrease from the previous year and also below the statewide goal of 81.1%.
Students in ED subgroup scored a 45.6% proficient/advanced which is a decrease from the previous year and below the statewide goal of 81.1%.
Students in students with disabilities subgroup scored a 19.2% proficient/advanced which is below the statewide goal of 81.1%.
Overall, ELA is in red, most subgroups decreased from last year and we are not showing proficiency; however, it is above the state average. The all student group did not meet the interim goal/improvement target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS Grades K-2	All grades increased from BOY to EOY; however, grade 2 only increased by 1%.
IXL Grades 2-4	All grades increase from BOY to EOY; however, grade 2 only increased by 1%

English Language Arts Summary

Strengths

All grade levels increased in DIBELS and IXL from BOY to EOY - DIBELS: Grade K 69% to 85%; Grade 1 61% to 83%; Grade 2 55% to 56% - IXL Grade 2 47% to 48%; Grade 3 52% to 62%; Grade 4 40% to 49%

Challenges

Grade 2 only increased by 1% in both DIBELS and IXL from BOY to EOY

Mathematics

Data	Comments/Notable Observations
IXL Grades 2-4	Grades 3 and 4 increased from BOY to EOY; however, grade 2 decreased from BOY to EOY

Mathematics Summary

Strengths

Grades 3 and 4 increased from BOY to EOY - Grade 3 went from 65% to 77% - Grade 4 went from 48% to 57%

Challenges

Grade 2 decreased from BOY to EOY - Grade 2 70% to 62%

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	We don't currently have any data that shows science scores.

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
N/A	Elementary School does not house Career Readiness Data for submission - however, they do complete career readiness activities via 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.

N/A

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.

N/A

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.

Data for this subgroup is within Future Ready PA Index and Local Assessment 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.

Data for this subgroup is within Future Ready PA Index and Local Assessment 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	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

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

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	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
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	Emerging

Summary

Strengths

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

>

The use of multiple professional learning designs to support the learning needs of staff.
Implement an evidence-based system of schoolwide positive behavior interventions and support

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?

>

Implement evidence-based strategies to engage families to support learning
Monitor and evaluate the impact of professional learning on staff practices and student learning

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
Students in white subgroup scored 55.9% proficient/advanced which is above the state average.	False
Students in students with disabilities subgroup scored 19.2% proficient/advanced which is an increase of 1.3% from the previous year.	False
Students in white subgroup scored 63.4% proficient/advanced which is above the state average.	False
Overall, Math is in green but is showing a drop in proficiency and a decrease from the previous year; however, it is still above the state average. The all student group meets the interim goal/improvement target.	True
Students in ED subgroup scored 53.5% proficient/advanced which is above the state average.	False
Students in white subgroup scored 53.0 in growth which is an increase from the previous year.	False
Students in ED subgroup scored 57.0 in growth which is an increase from the previous year.	False
Students in white subgroup scored 79 in growth which is above both the statewide average growth score and above meeting the statewide growth standard.	False
Students in ED subgroup scored 79 in growth which is above both the statewide average growth score and above meeting the statewide growth standard.	False
Students in students with disabilities subgroup scored 72 in growth which is a huge increase from the previous year and above meeting the statewide growth standard.	True
Regular attendance has increased for all subgroups and is above the statewide average; however, it is below the statewide performance standard.	True
Students in white subgroup have 83.7% attendance rate which is an increase from the previous year and above the statewide average.	False
Students in students with disabilities subgroup have 77.4% attendance rate which is an increase from the previous year.	False
Students in combined ethnicity subgroup have 62.5% attendance rate which is an increase from the previous year.	False
The use of multiple professional learning designs to support the learning needs of staff.	False
Implement an evidence-based system of schoolwide positive behavior interventions and support	False
All grade levels increased in DIBELS and IXL from BOY to EOY - DIBELS: Grade K 69% to 85%; Grade 1 61% to 83%; Grade 2 55% to 56% - IXL Grade 2 47% to 48%; Grade 3 52% to 62%; Grade 4 40% to 49%	True

Grades 3 and 4 increased from BOY to EOY - Grade 3 went from 65% to 77% - Grade 4 went from 48% to 57%	True
N/A	False
N/A	False
Data for this subgroup is within Future Ready PA Index and Local Assessment Data	False

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
Students in white subgroup scored a 55.9% proficient/advanced which is a decrease from the previous year and also below the statewide goal of 81.1%.	False
Students in ED subgroup scored a 45.6% proficient/advanced which is a decrease from the previous year and below the statewide goal of 81.1%.	False
Students in students with disabilities subgroup scored a 19.2% proficient/advanced which is below the statewide goal of 81.1%.	False
Overall, ELA is in red, most subgroups decreased from last year and we are not showing proficiency; however, it is above the state average. The all student group did not meet the interim goal/improvement target.	True
Students in white subgroup scored a 63.4% proficient/advanced which is a decrease from the previous year and below the statewide goal of 71.8%.	False
Students in ED subgroup scored a 53.5% proficient/advanced which is a decrease from the previous year and below the statewide goal of 71.8%.	False
Students in students with disabilities subgroup scored a 25.0% proficient/advanced which is a decrease from the previous year, below the state average, and below the statewide goal of 71.8%.	False
Most student subgroups increased a bit from last year; however, we are still well below meeting the statewide growth standards and the statewide average growth score.	False
Students in white subgroup scored a 53 which is well below meeting the statewide growth standards and the statewide average growth score.	False
Students in ED subgroup scored a 57 which is well below meeting the statewide growth standards and the statewide average growth score.	False
Students in students with disabilities subgroup scored a 15 which is a large decrease from the previous year, well below meeting the statewide growth standards, and the statewide average growth score.	False
Most student subgroups decreased a bit from last year; however, we are still above meeting the statewide growth standards and the statewide average growth score.	False
Students in white subgroup scored a 79 which is a small decrease from the previous year.	False

Students in ED subgroup scored a 79 which is a small decrease from the previous year.	False
Grade 2 only increased by 1% in both DIBELS and IXL from BOY to EOY	True
Grade 2 decreased from BOY to EOY - Grade 2 70% to 62%	True
N/A	False
N/A	False
Students in students with disabilities subgroup scored a 72 which is below the statewide average growth score.	False
Students in students with disabilities subgroup have 77.4% attendance rate which is below the statewide average.	False
Students in combined ethnicity subgroup have 62.5% attendance rate which is below the statewide average.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Data for this subgroup is within Future Ready PA Index and Local Assessment Data	False
Implement evidence-based strategies to engage families to support learning	False

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.

It seems that grade 2 is declining from year to year which affects the grade 3 PSSA scores and data. This along with our general student population needs to show increase in scores.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Grade 2 only increased by 1% in both DIBELS and IXL from BOY to EOY	Need to work on increasing grade 2 scores along with all the other grades in the elementary building.	True
Grade 2 decreased from BOY to EOY - Grade 2 70% to 62%	Need to work on increasing grade 2 scores along with all the other grades in the elementary building.	True
Overall, ELA is in red, most subgroups decreased from last year and we are not showing proficiency; however, it is above the state average. The all student group did not meet the interim goal/improvement target.	Helping grade 2 students achieve more will hopefully increase grade 3 scores on PSSA and other data assessments.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
All grade levels increased in DIBELS and IXL from BOY to EOY - DIBELS: Grade K 69% to 85%; Grade 1 61% to 83%; Grade 2 55% to 56% - IXL Grade 2 47% to 48%; Grade 3 52% to 62%; Grade 4 40% to 49%	Grades other than 2nd seem to be doing well.
Grades 3 and 4 increased from BOY to EOY - Grade 3 went from 65% to 77% - Grade 4 went from 48% to 57%	Grade 3 and 4 are showing gains.
Overall, Math is in green but is showing a drop in proficiency and a decrease from the previous year; however, it is still above the state average. The all student group meets the interim goal/improvement target.	Shows a bit of a drop in proficiency from one year to the next but above state averages.
Students in students with disabilities subgroup scored 72 in growth which is a huge increase from the previous year and above meeting the statewide growth standard.	Growth in students with disabilities is a great gain.
Regular attendance has increased for all subgroups and is above the statewide average; however, it is below the statewide performance standard.	Attendance has shown an increase.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Students in 2nd grade have not been making gains in ELA as necessary we need to use our WIN time more productively to improve scores. We will include all other grades as well.

	Students in grade 2 have decreased in math proficiency and we need to implement better interventions during WIN time to help increase our scores. We will include all other grades as well.

Goal Setting

Priority: Students in 2nd grade have not been making gains in ELA as necessary we need to use our WIN time more productively to improve scores. We will include all other grades as well.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
All grade levels will show an increase of at least 5-10% from the beginning of the year to the end of the year in ELA on the DIBELS and IXL assessments.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Students will complete the BOY assessments in both DIBELS and IXL.	Students will show a 1-3% increase in both DIBELS and IXL.	Students will show an additional 1-3% increase in both DIBELS and IXL.	Students will show a 5-10% increase from the BOY to the EOY in both DIBELS and IXL.

Priority: Students in grade 2 have decreased in math proficiency and we need to implement better interventions during WIN time to help increase our scores. We will include all other grades as well.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
All grade levels will show an increase of at least 5-10% from the beginning of the year to the end of the year in Math on the IXL assessments. We will also look for a math screener to add to this data set.			
Measurable Goal Nickname (35 Character Max)			
Math Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Students will complete the BOY assessments IXL.	Students will show a 1-3% increase in IXL.	Students will show an additional 1-3% increase in IXL.	Students will show a 5-10% increase from the BOY to the EOY in IXL.

Action Plan

Measurable Goals

ELA Goal	Math Goal

Action Plan For: UFLI Phonics Implementation Grades K-3

Measurable Goals:
• All grade levels will show an increase of at least 5-10% from the beginning of the year to the end of the year in ELA on the DIBELS and IXL assessments.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Training of teachers in grade 3 for UFLI implementation to increase phonics instruction.		2026-07-27	2026-08-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
UFLI Coach	UFLI Manuals, laptops, training materials, UFLI website, white boards	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review training of teachers in grades K-2		2026-08-03	2026-07-24
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
UFLI Coach	UFLI Manuals, laptops, training materials, UFLI website, white boards	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Teachers in all grades will learn/review how to implement UFLI into their WIN time.	Director of Curriculum, one time, via sign-in sheets.

Action Plan For: Data-Driven Decision Making

Measurable Goals:
• All grade levels will show an increase of at least 5-10% from the beginning of the year to the end of the year in ELA on the DIBELS and IXL assessments. • All grade levels will show an increase of at least 5-10% from the beginning of the year to the end of the year in Math on the IXL assessments. We will also look for a math screener to add to this data set.

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Data Review Sessions (2 hour data delay days)	2026-09-07	2027-03-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Curriculum Facilitators	Data bases (DIBELS, IXL)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will gain a better understanding of their students' assessment data.	Director of Curriculum, two times per year, sign-in sheets from meetings

Action Plan For: Math Invertentionist

Measurable Goals:
• All grade levels will show an increase of at least 5-10% from the beginning of the year to the end of the year in Math on the IXL assessments. We will also look for a math screener to add to this data set.

Action Step		Anticipated Start Date	Anticipated Completion Date
Hire a math interventionist for a one-year pilot math program to help increase math scores in all grade levels.		2026-08-24	2026-08-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Curriculum	Funding for math interventionist, math data assessments, intervention strategies for use in WIN time	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Math interventionist will work with students who are struggling in math to help increase foundational skills	Building Principal, monthly, meetings with grade levels, principal, director of curriculum, and interventionist

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 (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• UFLI Phonics Implementation Grades K-3 • Data-Driven Decision Making	Salary for Title I Teachers	223030	
Instruction	• UFLI Phonics Implementation Grades K-3 • Data-Driven Decision Making	Benefits for Title I Teachers	71321	
Total Expenditures				294351

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
UFLI Phonics Implementation Grades K-3	Training of teachers in grade 3 for UFLI implementation to increase phonics instruction.
UFLI Phonics Implementation Grades K-3	Review training of teachers in grades K-2

UFLI Training

Action Step		
• Training of teachers in grade 3 for UFLI implementation to increase phonics instruction.		
Audience		
Grade 3 teachers		
Topics to be Included		
UFLI Manuals, materials, lesson format, processes, and implementation		
Evidence of Learning		
Teachers will provide students with UFLI Lessons during WIN periods		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
UFLI Coach	2026-07-20	2026-08-21

Learning Format

Type of Activities	Frequency
Workshop(s)	1 time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

UFLI Review

Action Step		
• Review training of teachers in grades K-2		
Audience		
Teachers of Grades K-2		
Topics to be Included		
Review of UFLI Manuals, materials, lesson format, processes, and implementation		
Evidence of Learning		
Teachers will provide students with UFLI Lessons during UFLI periods		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
UFLI Coach	2026-07-20	2026-08-21

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	1 time
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Approvals & Signatures

Uploaded Files
• DO_Copier@pgasd.com_20260821_073247.pdf

Chief School Administrator	Date
Building Principal Signature	**Date**
Corey Mentzer	2026-08-21
School Improvement Facilitator Signature	**Date**