

OVERARCHING SCHOOL GOAL:
Pungoteague Elementary School

STRAND I: TEACHING FOR LEARNING						
1	ENGLISH LANGUAGE ARTS (ELA)			2	MATHEMATICS	
	SMART Goal(s): Grades 3-5: By spring 2024, we will increase the growth rate by 10% for students with disabilities.				SMART Goal(s): Grades 3-5: By spring 2024, we will increase the growth rate by 10% for students with disabilities to 58.48%.	
	Grades K - 2: Reduce the number of PALS ID students by 15% from Fall 2023 to Spring 2024.					
3	SCIENCE			4	HISTORY/SOCIAL SCIENCE	
	SMART Goal(s):				SMART Goal(s):	
5 Other (specify):			SMART Goal(s):			
ACTION PLAN						
1. Essential Action/Research-Based Strategy:						
Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Domain 1: Reading (Comprehension) Grades 3 - 5	Comprehension Instruction <ul style="list-style-type: none">Weekly Assessments and Data Meetings to Discuss ResultsSmall Group Instruction: Meeting needs of students at differentiated levelsInteractive NotebooksWhole Group Instruction: Into Reading and Benchmark Advance will be used for Comprehension Skills	Review of Reading Specialists Library of leveled readers and possible additional purchases	Classroom Teachers, Title I Team, SPED Teachers	School Year	Weekly Assessments	Administration and Title I Lead Teachers, Intervention Specialist
Domain 1: Reading (Vocabulary)	Morphology Instruction (Vocabulary)	Colored Index Cards, Markers,	Classroom Teachers, Title I Team	Daily	Weekly/Biweekly Assessments	Title I reading Specialist, Assistant Principal

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Grades 3 - 5	<ul style="list-style-type: none">Teachers in Grades 3 - 5, will utilize Morphology Training (from 22-23 school year) to teach vocabulary instruction	Additional Morphology Training for newly hired staff				
Domain 1: All Grades	Collaboration among SPED, ELL, Title I and general education teachers to review assessments and to plan aligned instruction.	N/A	Classroom Teachers, Title I Team, Administration, EL & SPED Teachers	Weekly	Weekly	SPED, ELL, Title I and general education teachers
Domain 1: Reading: Grades K - 2 All students Grades 3 - 5 Targeted Students	All students in Grades K - 2 will utilize the Lexia program. In Grades 3 - 5, targeted students will utilize the Lexia Program.	Purchase of additional Lexia Licenses to compliment the 200 purchased by the county. Estimated to be at least 200 additional licenses	Classroom Teachers, Intervention Specialist	Daily	Weekly Reports	Directly overseen by the Intervention Specialist
Domain 1: Reading: Phonics & Spelling Grades K - 2 Tier I Grades 3 - 5 Tier II	<p>Orton-Gillingham Instruction (Phonics & Spelling)</p> <ul style="list-style-type: none">Kinder - 3rd Grades will use the Orton-Gillingham process to teach spelling & phonics patterns for Tier I instruction.1st - 5th Grade will be taught the syllable patterns in order to decode and encode unfamiliar words.K - 5th Special Education Teachers, Reading Specialist and Title I Specialists will provide more intense support for Tier II and III students in small group settings. <p>Phonics Instruction will be taught through Tier I instruction in Grades</p>	<p>Orton-Gillingham additional training for newly hired staff</p> <p>Sand, Tray and Red Word Booklets, Red & Green Crayons, Letter Tiles, Popsicle Sticks, Cardstock</p>	Classroom Teachers, Reading Specialist	23-24 School Year	Walk Throughs/Lesson Plans/Formal Observations	SPED, ELL, Title I and general education teachers

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	<p>K - 2nd. Phonics Instruction will occur during Tier II and III instruction in Grades 2nd – 5th.</p> <ul style="list-style-type: none">- We will utilize the Orton-Gillingham as a whole group instructional method for Grades K and 1.- In Grades 2 – 5th, Orton-Gillingham will be used in Tier III instruction					
<p>Domain 1: ELA Reading: Phonemic Awareness Grades K - 2 Tier I Grades 3 - 5 Tier II</p>	<ul style="list-style-type: none">● K – 1st Classroom Teachers will use Heggerty Phonemic Awareness program 15 mins/daily as Tier I instruction.● K – 2nd Special Education Teacher and Reading Specialist will provide more in depth instruction for Tier II & III students in a small group setting.● 3rd – 5th: Special Education Teacher and Title I Resource will provide Tier III Phonemic Awareness by using Heggerty	<p>None</p>	<p>Classroom Teachers, Reading Specialist</p>	<p>23-24 School Year</p>	<p>Walk Throughs/Lesson Plans</p>	<p>SPED, Title I, General Education Teachers, Special Education Teachers</p>
<p>Domain 1: ELA Writing Instruction Grades K - 5</p>	<ul style="list-style-type: none">● Daily Oral Language will be in grades 1st - 5th, 10 minutes/daily.● Writing Process will be explicitly taught in Grades 1st - 5th, a minimum of 20 minutes daily.	<p>County purchased Daily Oral Language books for the grade levels</p>	<p>Classroom Teachers, Title I Team</p>	<p>23-24 School Year</p>	<p>Walk Throughs/Lesson Plans</p>	<p>SPED, Title I, General Education Teachers, Special Education Teachers</p>
<p>PES Students with Disabilities continue to</p>	<ul style="list-style-type: none">● Assigning two grade levels per inclusion	<p>Additional Lexia Subscriptions</p>	<p>Special Education Teachers, Classroom Teachers, Title I Team</p>	<p>23-24 School Year</p>	<p>Special Education Schedules/Lesson Plans Lesson Plans Lexia Reports</p>	<p>Administration</p>

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make growth in Reading; however, we want to decrease the failure rate by at least a minimum of 10% in the 2023 - 2024 School Year.	<div>teacher to increase co-teaching inclusion</div> <ul style="list-style-type: none">● Staggering small group reading times across grade levels for greatest amount of co-teaching from special education teacher● Literacy Instruction during Power Up● Implementation of structured literacy in intervention small groups● Assigning Lexia computer based literacy program to lower performing/at-risk students● High leverage practices discussed and implemented				PALS Reports	
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2. Essential Action/Research-Based Strategy:						
Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Math tested Students with Disabilities had an increase in failure rate. We want to decrease the failure rate by 10% in the 2023 - 2024 School Year.	<ul style="list-style-type: none">Special Education Team Planning weekly between the PES Special Education teachers to allow for collaboration and support across the K-5 grade levels.Lessons will incorporate the concrete to abstract strategy (heavy use of manipulatives) to improve math skills in the K-5 grade levels.Assigning two grade levels per inclusion teacher to increase co-teaching general education inclusion timeMath Small groups will be utilized to better cater to the students who are in need of extra scaffolding where necessary.Math instruction during Power UpStaggering math time across grade levels for the	Manipulative and IReady Math Program	<ol style="list-style-type: none">Title I TeamSpecial Education TeachersClassroom Teachers	23-24 School Year (Weekly)	Special Education Schedules and Lesson Plans iReady Reports	Administration (Title I Team)

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	<p>greatest amount of co-teaching inclusion time for special education teachers.</p> <ul style="list-style-type: none">• Assigning iReady computer based math program to lower performing/at-risk students.• Create a data collection system to check for students abilities to drive Small Group instruction.• High leverage practices discussed and implemented					
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3. Essential Action/Research-Based Strategy:						
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*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.						
STRAND II: SCHOOL ENVIRONMENT						
6	Leadership and Governance		7	Commitment to Professional Learning		
	SMART Goal(s):			SMART Goal(s):		
8	Safe and Orderly Environments		9	Family and Community Engagement		
	SMART Goal(s): Decrease major referrals in all grade levels by at least 20% compared to the 2022-2023 school year. (360 in 2022-2023). In alignment with the focus on being a Student-Based Trauma Informed School, PES will continue to implement the Caring Community Committee with structures and strategies to better support the emotional needs of the students.			SMART Goal(s): Create opportunities to collect data to support parent engagement (QR codes, Newsletter access, participation of family projects) Increase family engagement from current data collected (minimal) from 22% to 40% in communication and active participation in school related activities. Increase the level of communication in various languages between parents and teachers as well as the school and the community. Increase membership of the newly created Parent/Teacher Organization (PTO) by 20%.		
Other (specify):			SMART Goal(s):			
ACTION PLAN						
8. Essential Action/Research-Based Strategy: Safe and Orderly Environments						

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Teachers and Staff	Professional development for all teachers and staff in understanding behavior and SEL. (i.e. Sweethearts and Heroes)	materials	Caring Community Committee	each semester	Teacher/Staff exit tickets, Documentation of trainings, Sign-in sheet	Administration
Teachers and Staff	School-wide use of consistent positive behavior management systems within classroom settings.	incentives	All staff	Daily	Mid-year checklist/walk-through	Administration Caring Community Committee
Teachers and Staff	School-wide recognition of positive behavior. (Got Caught Being Kind)		Teachers, classroom assistants, administration	Daily	School-wide daily drawings with recognition on announcements Pictures taken and posted in the school Pictures published in local newspaper(s)	Teachers/School Librarian
Teachers, Staff and Students grades 3, 4, & 5	Implement Ron Clark Academy House system for building a caring culture of support	House System shirts and motivational items	Title I Lead, Teacher, Administration	October to June, 2023-2024	Monthly meeting	Title 1 Lead
Teachers and Staff	Implement a common time in our master schedule that allows for most staff at PES to be involved in morning meeting		Classroom Teachers and Support Staff	Daily	Walkthroughs to ensure the designated time is delegated to the morning meeting routine and most staff are involved	Administration
Teachers and Staff	Utilize the resources from A Responsive Classroom, The Morning Meeting Book through discussions and direct examples being shared in grade level meetings		Administration/Teachers	Monthly	Meeting Minutes	Caring Community Committee; Administration
Teachers and Staff	Tier students who show a higher level of social emotional support; determine next steps of		Caring Community Committee	Monthly	Monthly committee meeting to determine Tier II and III student needs	Caring Community Committee; Administration

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	interventions based on student needs					
Teachers and Staff Teachers and Staff	Provide interventions (behavior and/or SEL) based on student Implement a tier system for behavior. Student behaviors will be classified as Tier 1, 2 or 3. Tiers will determine interventions. (i.e. Does the behavior warrant a referral?) Documents used will be the PES 1) MTSS Behavioral Plan and 2) MTSS Interventionsneeds (i.e. mentors, counselors, nurse)		Teachers/Staff Counselors School Nurse(s)	Daily	log of interventions reflections (i.e. Is it working?) Monthly meeting to determine Tier II and III student needs	Administration

9. Essential Action/Research-Based Strategy: Family and Community Engagement

Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Families of students in grades PREK-5	Offer a virtual, in person, or telephone parent/teacher conference opportunity 3 times per year.	N/A	All teachers	End of 1st , 2nd and 3rd quarter	Evidence of offering conference (letter home/remind message/email) Document on Parent Communication Log	Administration
	Provide a variety of communication modalities (i.e. Robocall, email, text, Facebook page, webpage, Remind, school marquee)		Teachers Administration Secretaries	school year (as needed)	Robocall system tracks Remind shows reading of messages Email - use return receipt Members signed onto modality	Administration
	Provide written/oral communication to include all native languages whenever possible.	Translators needed Translation equipment needed	Teachers Administration Secretaries Translators	school year (as needed)	Copy of communication sent Log of use of translator Log of language setting preferred	Administration
	Quarterly parent communication in the form of a grade level newsletter.		Classroom Teachers	one per quarter	Copies of newsletters	Administration

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	Utilize Parent/Teacher Organization (PTO)		Admin, Teachers, Staff, Parents	school year (as needed)	membership numbers from last year and upcoming year participation log from meeting and events	Administration
	Entice attendance at school related activities by providing an incentive (giveaways - i.e. food, prizes, school supplies, books)	giveaways extra staff if needed	Staff	school year (as needed)	attendance log compare to last year's attendance	Administration
3. Essential Action/Research-Based Strategy:						
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