

Pine Level Elementary School  
Lighthouse Meeting Agenda  
September 12, 2022

Christen Harry	Principal
Katrina Saulsberry	Assistant Principal Gr. P-1
Dalton Watson	Assistant Principal Gr. 3-5
Annabeth Greene	Counselor Gr. P-2
Wendy Ellender	Counselor Gr. 3-5
Lesley Rogers	Reading Specialist
Kristal Martin	K-1 Literacy Teacher
Kim Smith	K-2 Representative
E. Robinson	K-2 Representative
Tonya Chandler	K-2 Representative
Amy Milam	K-2 Representative
Lacey Dorsey	3-5 Representative
April Cutler	3-5 Representative
Laura Fennell	3-5 Representative
Emily Gregory	Resource Representative
Carolyn Bell	3-5 Math Intervention

*Christen Harry*  
*Katrina Saulsberry*  
*Dalton Watson*  
*Annabeth Greene*  
*Wendy Ellender*  
*Lesley Rogers*  
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*Emily Gregory*  
*Carolyn Bell*

#### Agenda

- Review Paradigms
- Remember what is meaningful and manageable.
- Needs Assessment Review – aCIP - Title I Budget
- Envisioning Information for ACIP
- Updated email in groups
- STEAM NIGHT- October 11 ADULT LEARNING
- Goal Setting- September 23 ACHIEVE GOALS
- BULLDOG Binders- EMPOWER LEARNERS
- Red Ribbon Week- Voice of student's survey students- SHARED LEADERSHIP
- Family Picnic- CREATE A LEADERSHIP ENVIRONMENT
- Fall Fun Day- ADULT LEARNING
- Service Learning project- TEACH STUDENTS TO LEAD

#### Notes:

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Leadership is communicating people's worth and potential so clearly that they are inspired to see it in themselves. – Dr. Stephen Covey



## Program Evaluation Planning and Reporting Template

Planning			End-of-the-Year Results
Fund Source(s)	Critical Initiative	Activity	Impacts; Data Supporting Impacts
Title I -\$2,080.00	Reading Spec. and Literacy Teacher will work with new teachers and refresh seasoned teachers on the frameworks, and materials needed to implement a school-wide plan for writing across the curriculum.	Grade-Specific Writing Resources Flocabulary-\$2,080.00	This program was purchased after budget amendments. We budgeted for this program at the BOY; however, the product price went up, so we waited for amendments to purchase. The teachers will be trained during in-service and will utilize this program throughout the 22-23 school year.
Title I - \$19,000.00  Title I -\$6,890.40  Title I-\$421.94	Develop the math concepts and critical thinking skills necessary to meet the rigor of the College and Career Ready Standards	Build Basic Facts Fluency Freckle (Math) - \$19,000.00 iReady Math-\$6,890.40  Data Driven Instruction Toner - \$421.94  STEAM Integration	EOY results showed the following: 1 <sup>st</sup> Grade – BOY -74% proficient, EOY -88 % 2 <sup>nd</sup> Grade – BOY – 37% Proficient, EOY-62 % 3 <sup>rd</sup> Grade – BOY –60 % proficient, EOY – 73% 4 <sup>th</sup> Grade – BOY – 64% proficient, EOY – 67 % 5 <sup>th</sup> Grade – BOY – 53% proficient, EOY – 49 % When ACAP data is available, scores will be analyzed to determine strengths and areas for improvement in math concepts and critical thinking skills. Students had increased access to academic programs such as Freckle and STAR CBM Math.
Title I - \$9,076.32  Title I - \$950.65  Title I-\$1,116.00  Title I-\$385.25  Title I-\$2,268.44 e I-\$1,794.00	Implement evidence-based practices based on the science of reading to support effective reading instruction and intervention	Structured Literacy Curriculum iReady Reading-\$9,076.32  Increase Reading Experiences Fluency & Fitness - \$1,794.00 to be purchased summer 2022  Alphabet arcs and strips-\$2,268.44 Novel Effect-\$950.65 to be purchased summer 2022	EOY Kindergarten- BOY-58 % proficient, EOY- 83% 1 <sup>st</sup> Grade – BOY -44 % proficient, EOY - 81 % 2 <sup>nd</sup> Grade – BOY- 35% proficient, EOY -50 % 3 <sup>rd</sup> Grade – BOY –43 % proficient, EOY –53 % 4 <sup>th</sup> Grade – BOY –44 % proficient, EOY – 54 % 5 <sup>th</sup> Grade – BOY – 37 % proficient, EOY-46 % 3 <sup>rd</sup> Grade – % met annual target 4 <sup>th</sup> Grade – % met annual target 5 <sup>th</sup> Grade – % met annual target

		<p>Red word pads-\$1,116.00</p> <p>Scottish Rite student books and anchor, sound, syllable cards to increase reading-\$385.25</p>	<p>When ACAP data is available, scores will be analyzed to determine strengths and areas for improvement in reading concepts and critical thinking skills.</p>
<p>Title I - \$14,551.32</p> <p>Title I-\$8,485.23</p>	<p>Implement evidence-based practices based on the science of reading to support effective reading instruction and intervention</p>	<p>Data Driven Instruction Printers and toner-\$14,551.32</p> <p>Supplies for data notebooks, profile sheets, goal setting, progress monitoring, RTI/Dyslexia/SRIP, etc. (Binders, File folders, hanging folders, copy paper, card stock, hole punch, chargers, etc.) -\$8,485.23</p> <p>-Awaiting supplies order to come in</p>	<p>Our Literacy teachers will have the binders and materials they need for data driven instruction. Our students will also receive binders to help with progress monitoring.</p>
<p>Title I - \$5,500.00</p> <p>Title I - \$2950.00</p>	<p>Implement evidence-based practices based on the science of reading to support effective reading instruction and intervention</p>	<p>Use Instructional Software Renaissance-\$5,500.00</p> <p>Brainpop-\$2,950.00</p> <p>Discover Edu.-\$2,869.35</p>	<p>When ACAP data is available, scores will be analyzed to determine strengths and areas for improvement in reading concepts and critical thinking skills. Students had increased access to academic programs such as Renaissance. Teachers were able to incorporate learning activities using Discover Ed. and Brain Pop.</p>
<p>Title I – \$6,984.00</p> <p>Title I-\$3,300.00</p>	<p>Implement evidence-based practices based on the science of reading to support effective reading instruction and intervention</p>	<p>Professional Learning-Science of Reading</p> <p>Letrs Training-\$6,984.00</p> <p>Sound walls-\$3,300.00</p>	<p>Teachers are in the process of completing LETRS training. Instructional practices are implemented as teachers' understanding grows.</p>

Title I-\$26,100.00		2-3 grade Literacy Intervention teacher-\$26,100.00	
Title I - \$2,000.00 Title I-\$7,000.00	Provide LIM 7 Habits professional development, implement school wide, LIM development and growth, and attend other professional development opportunities	LIM Lesson Plans Laminator - \$1,512.01 Poster Maker Supplies - \$292.69 Laminating film - \$555.06 Vinyl - \$417.30 LIM student materials - \$6,267.76	Improved school culture increased school moral. Increased positive behavior contributed to decrease in office referrals.
Title I - \$1,399.97	Provide LIM 7 Habits professional development, implement school wide, LIM development and growth, and attend other professional development opportunities	TLIM Coaching Days Substitutes for teachers to participate in Coaching Days – \$2,000.00  Training-7,000.00	Teachers participated in LIM professional development so that they were able to teach and model leadership habits and common language.
Title I - \$8,500.00	Provide LIM 7 Habits professional development, implement school wide, LIM development and growth, and attend other professional development opportunities	LIM Yearly Membership  LIM Yearly membership \$8,500.00	Teachers participated in LIM professional development so that they were able to teach and model leadership habits and common language.
Title I - \$6,682.00 Title I-\$1,477.00	Provide LIM 7 Habits professional development, implement school wide, LIM development and growth, and attend other professional development opportunities	Staff Development – Mega, CLAS, supplies, etc.  Grant writing conference-\$6,682.00  Additional training for summer 2022-not yet spent	Principal and teachers will attend grant writing training this summer 2022.
Title I - \$2,000.00 Title I-\$2,000.00 Title I-\$1,213.00	Provide LIM 7 Habits professional development, implement school wide, LIM development and growth, and attend other professional development opportunities	LIM Professional Planning Stipends  Summer AP pay-\$2,000.00 Summer teacher pay-\$2,000.00 Benefits-\$1,213.00	Teachers and assistant principals will participate in planning during June and July, 2022.

No Funds Required	Revisit and revise PBIS plan to evaluate student discipline data	Monthly PBIS meetings Teachers use positive incentives PBIS Teacher Lessons	
Title I-\$200.00	Promote increase in student involvement and attendance	Attendance Team meets monthly Positive incentives for meeting attendance goals Family involvement to increase student attendance Stamps and envelopes-\$200.00	Attendance continues to be an area of concern. Required student quarantines because of COVID exposure and COVID positive tests meant that attendance dropped in the 20-21 school year but has improved this year 21-22. The Cumulative Daily Absence Report for SY 2021-2022 shows 930 students accumulated _____ absences.
No funds required in 21-22	Heighten school safety awareness and preparedness for emergencies	School Safety Procedures training	Additional Signage was purchased and installed for the SY 21-22. Signage will make it easier to identify specific classrooms and hallways. This signage contributes to the safety of our students, faculty and staff, and parents, as well as first responders in the event of an emergency.
Title I-\$571.16	Heighten school safety awareness and preparedness for emergencies	Exercise monthly drills: fire, weather, lock-down  Increase safety equipment Cones used for safety purposes during Physical Education (PE) \$571.16	Drills are practiced on a monthly basis. Documentation is recorded in nSide.
Title I - \$7,788.00	Use STEAM activities in the STEAM lab and classroom affording students opportunities to participate in hands-on lessons where they plan, collaborate, problem solve, and create	STEAM & Art Lessons Lakeshore steam kits-\$7,788.40  Parental Involvement nights with STEAM activities  Outdoor classroom-Grants and donations received	These materials will be purchased during summer 2021 and will be available for student/teacher use during the SY 2022-2023.
Title I - \$28,264.90	Provide and use technology to deepen student understanding	Various educational programs/apps; Schoology	Increased access to computers and technology instructional equipment allowed students more

	throughout the curriculum and create responsible digital citizens	Research topics using appropriate internet sites iPads-\$10,520.90 1 Smart Panel - \$2,938.00 iPad cases -\$1,000. 00 Headphones-\$11,450.00 \$2,356.00-left over as of May 2022 to be used on chargers, etc	opportunities to become proficient in using technology as they produced digital products and increase their success on digital assessments. Students had increased access to academic programs such as Lexia, Freckle, and AR. Teachers were able to incorporate learning activities using Mystery Science, Fluency & Fitness, Brain Pop, and Discovery Ed within their instruction. Additional technology equipment will be purchased in July – 20 additional iPads and cases, printer cables, thumb drives, DVD external
Title I - \$9,500.00	Provide access and opportunities for parents and students to participate in multiple school activities that increase parental engagement in curriculum, attendance, and school success	Calendar magnets-1550.00 to be ordered summer 2022  Parent notes/cards-\$346.12  Steam activity-\$4,501.00  Parent engagement packets-\$3,102.88	Calendar magnets will be purchased Summer 2022. The calendar magnets provide an easily accessible resource for parents to be better aware of school events and important dates. Videos were posted for Pre-K through fifth grade.  Steam activity was purchased to utilize during field day; however, items were backordered so will be available to use for field day 2023 OR for family STEAM night!
No funds required	Provide access and opportunities for parents and students to participate in multiple school activities that increase parental engagement in curriculum, attendance, and school success	Back to school event  Family steam nights	
No funds required	Provide access and opportunities for parents and students to participate in multiple school activities that increase parental engagement in curriculum, attendance, and school success	Parent Liaison	



**School: Pine Level Elementary School**

**Year: 2022-2023**

**Title I Allocation (without Parent Engagement Set-Aside): \$ 205,320.78**

Provide a brief description of how your funds will be used (**use estimated amounts**). This is NOT your actual school wide plan. At a later date, you will provide detailed descriptions of your plans in your ACIP. This document merely serves as an outline of how your budget will support your needs.

Based on our Comprehensive Needs Assessment, we have determined that our Title I funds will be used as follows:

Identified Need/Planned Expenditure	Estimated Amount Allocated for Need
<b>Instructional Teacher</b>	<b>\$93,368.02</b>
<b>Classroom Supplies</b> (laminator supplies, Smead folders, vinyl, hanging folders, i-Ready Math and Reading books, etc.)	<b>\$13,000.00</b>
Laminator Supplies	\$1,000.00
Smead Folders	\$1,000.00
i-Ready Math and Reading	\$8,000.00
<b>Other instructional supplies</b> (Toner, white copier paper, bulldog binders, card stock, etc.)	<b>\$20,700.00</b>
Toner	\$8,000.00
Bulldog binders	\$2,000.00
Steam	\$20,000.00
<b>Instructional Software</b> (Flocabulary, BrainPop, etc.)	<b>\$5,250.00</b>
Flocabulary	\$2,300.00
BrainPop (Renew before 12-4-22)	\$2,950.00
<b>Instructional Equipment</b> (Smart Panel, Ipad Cases, etc.)	<b>\$7000.00</b>
Smart Panel	\$5,000.00
Ipad Cases	\$2,000.00
<b>Computer</b> (Ipads, Chargers, Laptops, etc.)	<b>\$20,002.76</b>
Ipads (20)	\$6,000.00
Laptops	13,502.76

<b>Staff Dev. Substitutes</b> (LIM Coaching, LIM, etc.)	<b>\$9,000.00</b>
LETRS	\$7,000.00
LIM	\$2,000.00
<b>Staff Development Stipends</b> (LIM lighthouse summer, AP summer hours, etc.)	<b>\$5,500.00</b>
LIM lighthouse summer 25/hr	\$3,000.00
State Retirement	
Social Security	
Medicare	
Unemployment Comp INS	
<b>Instructional Staff Development, Other Travel and Training</b> (CLAS, STEM, etc.)	<b>\$16,000.00</b>
CLAS	\$5,000.00
STEM/STEAM PD	\$11,000.00
<b>Other Purchased Services</b> (LIM Trainings, Memberships, etc.)	<b>\$15,500.00</b>
LIM Trainings	\$7,000.00
LIM Membership	\$8,500.00

Additional Funding for Parent Involvement (not part of your allocation)

Identified Need/Planned Expenditure	Estimated Amount Allocated for Need
<b>Parent Involvement</b> (Stamps, Envelopes, Magnets, etc.)	<b>\$8,000.00</b>
Steam	\$3,000.00
Parent/student Field Trip	\$2,750.00
Magnets	\$1,550.00
Stamps/Envelopes	\$200.00
<b>Total</b>	<b>\$ 213,320.78</b>

PLES Comprehensive Needs Assessment  
2022-2023

I. Support for Student Achievement

How well are the students attaining the challenging academic standards set by the state and school district?	<ul style="list-style-type: none"> <li>• Most students tend to grasp the standards taught for their particular grade.</li> <li>• Many students continue to struggle with learning basic math facts.</li> <li>• Some students continue to struggle phonetically, and those who achieved phonics are still behind in comprehension.</li> </ul>
What are school completions or mobility rates? How many students are making smooth transitions from one grade and/or school to the next?	<ul style="list-style-type: none"> <li>• Kindergarten is still not mandatory and we cannot make parents hold them back. This is a problem for the transition of many kids who we ask to stay back but parents refuse.</li> <li>• Students in grade 5 are visiting their upcoming new school, having assemblies for electives to help transition to MMS</li> <li>• Powerpoints are being presented to parents at the end of the year awards on the next school grade level requirements</li> <li>• Some students will receive packets to help them get ready for the following year.</li> </ul>
Is there a reduction in the rate of students leaving the school, either as a result of making a voluntary transfer or because they are dropping out of the system?	<ul style="list-style-type: none"> <li>• NA</li> </ul>
How well do students perform on state assessments, in general, and in identified subgroups and individually? (Include English Language Learners, Migrant, Homeless, and Neglected & Delinquent students, if applicable.)	<ul style="list-style-type: none"> <li>• We do not have more than 10 EL students. The EL students we do have are not in the proficient range except for one 3rd grade student who was proficient in ELA and Math.</li> </ul>

Are measurable goals for achievement known by parents, teachers, and students?	<ul style="list-style-type: none"> <li>• Students with teachers set SMART goals in both math and reading.</li> <li>• Parent reports for STAR results are sent home.</li> <li>• SRIP Progress Reports are sent home for struggling students.</li> <li>• Progress reports are sent home every nine weeks indicating progress of special education goals</li> <li>• Report cards are sent home each nine weeks</li> <li>• All SPED students have measurable annual goals. SPED teachers send progress reports home each nine weeks to parents and discuss at the end of the year IEP.</li> <li>• ACAP scores are sent home to parents</li> <li>• Progress reports are sent to all students in the middle of the 9 weeks</li> </ul>
What are the graduation and attendance rates?	<ul style="list-style-type: none"> <li>• Attendance was hard to calculate due to COVID.</li> </ul>
Are there significant disciplinary issues?	<ul style="list-style-type: none"> <li>• Social emotional needs are causing many behavior problems in the school this year.</li> <li>• Last school year there were very few disciplinary problems.</li> </ul>
Are there intervention processes to ensure individual students' educational needs are being met in a timely manner?	<p>RTI Literacy Act folder on students SRIP guidelines</p>

What non-academic indicators of student success does the school have in place?	<ul style="list-style-type: none"> <li>● PBST-Student of the Month</li> <li>● LIM Awards-Certificates at awards day</li> <li>● Leader in me recognition when traits are exhibited and hung on the LIM tree</li> <li>● Student Postcards for Positive Behavior</li> <li>● Honor Roll treat</li> <li>● EOY Honor Roll Party</li> <li>● Attendance Initiatives</li> <li>● A and A/B names are called out each 9 weeks over announcements</li> <li>● Birthdays are called out over announcements</li> </ul>
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## II. Curriculum & Instruction/Teaching & Learning

What are teachers and administrators doing to ensure that teaching methods are up to date and the curriculum reflects state, local, and federal content standards?	<ul style="list-style-type: none"> <li>● Updated copies of COS</li> <li>● Continuous PD virtually/in-person</li> <li>● New adopted textbooks (math/reading)</li> <li>● Science of Reading training.</li> <li>● ACAP resources</li> <li>● LETRs Training</li> <li>● Dyslexia Training</li> <li>● Planning with grade level and departmental teachers</li> </ul>
What opportunities are there on the job to improve the curriculum, raise expectations of staff, and secure high-quality instructional materials?	<ul style="list-style-type: none"> <li>● Data meetings,</li> <li>● Grade level /departmental meetings (alternate PE schedule)</li> <li>● Professional Learning opportunities ongoing throughout the year</li> <li>● Action Teams</li> <li>● Adoption of text book committees</li> </ul>
Are frameworks in the core content areas supported by scientifically-based research?	<ul style="list-style-type: none"> <li>● Science of Reading-Structured Literacy</li> <li>● SPED Math and Reading programs</li> </ul>

<p>If assessment instruments, including diagnostic assessments, are routinely used (at least 3-4 times per year) to measure student achievement in language arts/reading and mathematics, are the results used to inform curriculum, instruction, and individual interventions?</p>	<ul style="list-style-type: none"> <li>• Monthly data meetings</li> <li>• Assessments given throughout the school year are used by the teacher to address needs when planning.</li> <li>• Data acquired through repeated assessments is used to guide student goal setting.</li> </ul>
<p>What role do teachers play in deciding what assessments will be used to measure student achievement?</p>	<ul style="list-style-type: none"> <li>• Teachers may choose informal classroom assessments.</li> <li>• Reading specialist meets with a team of other specialists to discuss assessments. Specialist at PLES meet to discuss plan of action and data to help measure student achievement</li> <li>• Math Committee meets to discuss assessments and a plan for student achievement.</li> <li>• Action Team: Student Achievement</li> </ul>
<p>If instructional technology is available for all students, how does the integration of technology affect teaching and learning?</p>	<ul style="list-style-type: none"> <li>• The integration of technology is best used to supplement classroom instruction given by the teacher. It is used to reinforce concepts, but not for introduction.</li> <li>• Technology allows our teachers to use learning softwares of Lexia, Freckle, Mystery Science, MyOn, MyPath, Epic, etc to individualize student learning.</li> <li>• One to One devices allow for remote learning.</li> <li>• Professional development on instructional technology is ongoing</li> </ul>
<p>Is there an evaluation of instructional programs and practices?</p>	<ul style="list-style-type: none"> <li>• Walkthroughs/Observations</li> <li>• Teacher Effectiveness</li> <li>• ELEOT Observations</li> <li>• Daily checkins by Administration</li> <li>• Reading Specialist Coaching</li> <li>• Breakdown of data at data meetings</li> </ul>

How do staff members express high expectations for student achievement?	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Teachers require students to demonstrate their ability level. Often students are required to return to an assignment and show effort and successful completion.</li> <li>• Complete projects</li> <li>• Recognize and reward student achievement throughout the year</li> </ul>
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### III. Professional Development/Professional Capacity

Are there ongoing and embedded opportunities for administrators, teachers, and other staff members to participate in meaningful professional development?	<ul style="list-style-type: none"> <li>• Multiple opportunities for training have been made available for Lang. Arts teachers to include... <ul style="list-style-type: none"> <li>-LETRS training</li> <li>-Orton Gillingham training</li> <li>-Phonics First training</li> <li>ELA COS Training</li> </ul> </li> <li>• Leader in Me training has been provided for all teachers to address social and emotional needs.</li> <li>• STEAM Trainings during Grade-Level Meetings</li> <li>• Math Textbook Training</li> <li>• Dylexia Training during Grade-level meetings</li> </ul>
Do staff members select the professional development opportunities available to them?	<ul style="list-style-type: none"> <li>• Staff members are provided with information regarding professional development opportunities and may seek to participate in those given or seek further p.d. independently.</li> <li>• Needs Assessment is given to determine what PD is needed.</li> <li>• CLAS PD opportunities</li> </ul>
What topics attract the largest groups of participants?	<ul style="list-style-type: none"> <li>• Social emotional</li> <li>• ELA Literacy ACT</li> <li>• Technology</li> <li>• STEM/STEAM</li> </ul>

Who participates?	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administrators</li> <li>• Sometimes non-certified staff</li> </ul>
What follow-up takes place?	<ul style="list-style-type: none"> <li>• Data meetings</li> <li>• Grade-level meetings</li> <li>• Turn Around Training</li> </ul>
Are staff members working in a collaboration effort as team members and mentors?	<ul style="list-style-type: none"> <li>• Teachers work in teams across grade levels and particularly within grade levels. Teachers new to the school or position are assigned a teacher to serve as their mentor.</li> <li>• Grade-Level Meetings are scheduled weekly on Tuesdays for planning and training.</li> <li>• Teachers work across grade levels on Action Teams.</li> </ul>
What instrument can reliably assess the extent to which staff members are collaborating?	<ul style="list-style-type: none"> <li>• Grade-level Meeting minutes</li> <li>• Faculty meeting minutes</li> <li>• Data meetings</li> <li>• Lighthouse Meetings</li> <li>• Action Team Meetings</li> </ul>
What can be done to further promote and enhance collaboration among staff members?	<ul style="list-style-type: none"> <li>• Creation of a Synergy Room</li> <li>• Designated time to collaborate</li> <li>• Grade level planning</li> <li>• Encouraging a few outside events</li> </ul>
What is the relationship between professional development and classroom instruction?	<ul style="list-style-type: none"> <li>• Professional development is based on the needs of the students. The needs of the students are determined by analyzing summative data over time.</li> <li>• Present professional development centers around the Alabama Literacy Act and the need for all students to be proficient in reading by the end of 3rd grade.</li> <li>• A math act is coming soon to address the need for adjustment in instruction when teaching math.</li> </ul>

Does the daily teacher schedule allow for common planning time across grade levels and content areas?	<ul style="list-style-type: none"> <li>• Alternate PE schedule</li> <li>• Scheduled grade-level meetings</li> <li>• Sped teachers have a pre-planned monthly department meeting scheduled for the remainder of the school year</li> </ul>
How are professional development opportunities evaluated and mid-course corrections made, if needed.	<ul style="list-style-type: none"> <li>• Evaluations completed by the participants</li> </ul>

#### IV. Parent & Family Engagement

In what ways are parents and the community involved in meaningful activities that support student learning?	<ul style="list-style-type: none"> <li>• Virtual STEAM nights</li> <li>• Open house</li> <li>• Art Education-(Art Kits and activities)</li> <li>• Social Media</li> <li>• SRIP parent resources</li> <li>• Monthly LIM sent home with news letter</li> <li>• <b>Weekly Class Newsletters</b></li> </ul>
How are parents and the community involved in school decisions?	<ul style="list-style-type: none"> <li>• Title I Advisory Committee</li> <li>• Surveys throughout the year</li> <li>• Counselor Advisory Committee</li> </ul>
Are health and human services available to support students and encourage healthy family relationships?	<ul style="list-style-type: none"> <li>• Counselors have a list of resources for parents.</li> <li>• Programs for homeless families</li> <li>• Family Resource Center</li> </ul>
If families speak languages other than English, are school messages communicated in those languages?	<ul style="list-style-type: none"> <li>• The school website allows you to choose your language preference.</li> <li>• Forms are available in a variety of languages by the ALSDE for sped and gifted referrals</li> </ul>

Commented [1]: does Art kit need to be taken out

Do services for families include students with disabilities, both physical and educational?	<ul style="list-style-type: none"> <li>• yes</li> </ul>
Can parents develop their own parenting skills or gain access to other educational opportunities through the school?	<ul style="list-style-type: none"> <li>• Instagram, FB notices, YMCA,</li> <li>• Tutoring after school</li> <li>• Tuesday folders handouts approved by the board of education</li> <li>• Parent resources in the library</li> </ul>
Do teachers routinely communicate with parents (formally and informally) about the academic progress of their children?	<ul style="list-style-type: none"> <li>• Tuesday folders</li> <li>• Remind/Class Dojo</li> <li>• email</li> <li>• Newsletters</li> <li>• Teacher website</li> <li>• Phone calls/text messages</li> <li>• Conference calls</li> </ul>
Are parents and community members involved in school and district governance decisions?	<ul style="list-style-type: none"> <li>• Title 1 meetings</li> <li>• Surveys throughout the year</li> <li>• District Level Title I Meetings</li> <li>• Board Meetings</li> </ul>
What are any partnerships with local social service and business organizations?	<ul style="list-style-type: none"> <li>• Boone's Chapel</li> <li>• Chip Cleveland</li> <li>• AEA</li> <li>• Community grants</li> <li>• Maxwell Starbase</li> <li>• Prattville YMCA</li> <li>• Clean Cut Landscaping</li> <li>• Autauga Education Foundation</li> <li>• Felicia Mount Realtor</li> <li>• Mielke Tea's Southern Refinery</li> <li>• CW Smith Decorating</li> <li>• Church of the Highlands</li> </ul>
What are the community perceptions of the school or district?	<ul style="list-style-type: none"> <li>• Teachers are supportive and communicate well with parents.</li> <li>• SPED is known for being good here</li> <li>• Pine Level is a safe school.</li> <li>• The culture at Pine Level is a loving family type environment.</li> </ul>

Commented [2]: There are a lot more but wasn't sure how many we needed to list.

Is there any evaluation of parent and community involvement strategies?	<ul style="list-style-type: none"> <li>• Parent surveys - There are 3 different surveys throughout the year for parents to provide input.</li> </ul>
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V. School Perspective and Organization

Is adequate time devoted to subjects where students perform poorly?	<ul style="list-style-type: none"> <li>• RtI/SRIP intervention activities</li> <li>• After School/Summer Tutoring program</li> <li>• Master schedule</li> <li>• Intervention teachers</li> </ul>
Do staff members have a voice in decision making and school policies?	<ul style="list-style-type: none"> <li>• Needs Assessment</li> <li>• Vision/Mission Input form</li> <li>• aCIP input form</li> <li>• Lighthouse Meetings</li> <li>• Staff/Faculty Surveys</li> <li>• Action Team Leadership Roles/Meetings</li> </ul>
What role do staff members have in deciding what assessment will be used to evaluate individual students of the program as a whole?	<ul style="list-style-type: none"> <li>• Needs assessment</li> <li>• Textbook adoptions</li> <li>• RTI/MTSS Process</li> <li>• The County/State determine the main assessments throughout the school year.</li> </ul>
Do school committees and decision-making bodies make it easier for teachers, parents, support staff, and students to be heard?	<ul style="list-style-type: none"> <li>• Action teams allow for participation in decision making.</li> <li>• Committees have representatives that discuss with each grade level/department to get feedback</li> <li>• All major decisions solicit feedback and input from faculty and staff.</li> <li>• End of the year survey provided by the Principal.</li> </ul>
Are all groups assigned to be part of solutions to identified problems?	<ul style="list-style-type: none"> <li>• All certified staff are on an action team</li> <li>• Lighthouse Team serves as the Leadership Team and the Title I Advisory Committee</li> </ul>

What are the school or district's vision and mission, and how do they inform teaching and learning?	<ul style="list-style-type: none"> <li>• Always Learning...Always Leading reminds us of our priorities.</li> <li>• It is the mission of Pine Level Elementary School to produce life-long learners who reach their full potential by becoming leaders and responsible citizens.</li> </ul>
Is the staff involved in making decisions about instruction?	<ul style="list-style-type: none"> <li>• Yes, at data and grade-level meetings</li> <li>• Lighthouse Meetings</li> <li>• Action Team Meetings</li> <li>• Surveys</li> <li>• EOY Survey by Mrs. Harry</li> </ul>
What is the progress the organization has made in the last 2-3 years toward meeting student achievement and instructional goals?	<ul style="list-style-type: none"> <li>• 2017-2018 Report Card grade 84%</li> <li>• 2018-2020 Report Card grade 87%</li> <li>• 2019-2020 Report card grade 91%</li> <li>• 2020-2021 No Report card score due to COVID.</li> </ul>
What are the roles of the central office staff, principals, curriculum specialists (such as coaches) and teachers in leading instructional improvement?	<ul style="list-style-type: none"> <li>• School-level professional development</li> <li>• Teacher coaching and mentoring by the LRS.</li> <li>• LRS, Literacy Teacher, Math Intervention Teacher, and Gifted teacher lead Professional Learning in the Science or Reading, Dyslexia, Math, STEAM, etc...</li> </ul>
How is the budget determined and priorities set? Is there equitable allocation and distribution of available resources (e.g., people, materials, time, and fiscal, including all ESEA funds)?	<ul style="list-style-type: none"> <li>• Title 1 committee/Lighthouse Team</li> <li>• Budget committee voted on by the staff</li> <li>• Media specialist - Technology and Literacy meetings</li> <li>• Lighthouse Team</li> </ul>
What are the discipline and safety policies?	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• Safety plan in effect</li> <li>• Drills</li> <li>• Telegram</li> <li>• Emergency Assignments for Staff</li> </ul>

What is the climate and culture of the school?	<ul style="list-style-type: none"> <li>• PLES is a family.</li> <li>• Synergy...Faculty, staff, students, parents form a learning team.</li> <li>• surveys</li> <li>• Signage displays positivity</li> </ul>
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VI. Early Issues for the pre-planning group to consider

Is there an existing team or committee that can serve as a schoolwide planning team? To avoid duplicating ongoing planning activities, use the developed expertise of the staff within the school.	<ul style="list-style-type: none"> <li>• Lighthouse Team</li> <li>• Title I Advisory Committee</li> <li>• LIM training whole group 2 times a year</li> <li>• Action Teams</li> </ul>
If a new team needs to be established, how will its members be recruited, selected, and replaced over time? Encourage volunteers or ask stakeholder groups (departments, teams, or classified staff) to elect representatives.	<ul style="list-style-type: none"> <li>• Budget Committee faculty vote</li> <li>• Lighthouse meets and discusses</li> </ul>
How will the planning team develop a collaborative working relationship among its members? What activities will it use to transform team members from a collection of individuals into a true team?	<ul style="list-style-type: none"> <li>• LIM Strategies</li> <li>• Lighthouse Meetings</li> <li>• Action Team Meetings</li> </ul>
How will the planning team coordinate with other committees or teams in the school and district?	<ul style="list-style-type: none"> <li>• Lighthouse meetings</li> <li>• District meetings</li> <li>• Action Teams</li> <li>• PBIS, SAFETY, Attendance</li> <li>• Share outs at Faculty Meetings</li> </ul>
What autonomy will the schoolwide planning team have to make decisions or recommendations?	<ul style="list-style-type: none"> <li>• Action Plan planning Action Team level</li> <li>• Surveys</li> <li>• EOY Survey by Mrs. Harry</li> </ul>

How will the planning team communicate with the groups it represents, and with community members who have a stake in the success of the school and its schoolwide program?	<ul style="list-style-type: none"> <li>• Lighthouse &amp; Action Team meetings</li> <li>• Faculty meetings</li> <li>• Grade level meetings</li> <li>• Data Meetings</li> </ul>
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VII. Analyzing Program Needs and Setting Goals

What are the strengths and needs of the current educational program in our school?	<ul style="list-style-type: none"> <li>• Science of Reading based instruction.</li> <li>• Math ACAP scores are positive.</li> <li>• ELA ACAP scores are positive.</li> <li>• ACAP results</li> <li>• 2020-2021 DIBELS Data</li> <li>• 2021-2022 STAR Data</li> </ul>
Does the evidence support assertions about strengths and needs?	<ul style="list-style-type: none"> <li>• 3-5 grade Math and ELA scores are higher than the state average and the County average.</li> <li>• 2nd grade Math and ELA scores reflect as an area in need of greater analyses.</li> <li>• All subareas of ELA and Math will be analyzed and action plans developed.</li> </ul>
If more information is needed, what will be the follow-up process?	<ul style="list-style-type: none"> <li>• RTI/MTSS,</li> <li>• SRIPs</li> <li>• Math Intervention</li> <li>• Small groups instruction</li> </ul>
What priorities does the information suggest?	<ul style="list-style-type: none"> <li>• What specific needs of the students need to be met.</li> </ul>

<p>What was learned about how needs vary for different groups in schools? For example, what are the unique needs among girls and boys, various ethnic groups, students with limited English proficiency or with disabilities, migrant students or new immigrants?</p>	<ul style="list-style-type: none"> <li>• Girls score on average 5-10 points higher in ELA.</li> <li>• Boys score on average 3-5 points higher in Math.</li> <li>• SPED students and economically disadvantaged students' proficiency scores are significantly below their non-SPED and non-economically disadvantaged peers.</li> <li>• There are only two race categories with more than 10 students per grade. White students on average score higher than African American students in both ELA/Math. Some grades and subjects are more significant than others.</li> </ul>
<p>From the review of the data, is it possible to state student needs in ways that specify goals, benchmarks for progress and outcome expectations in measurable terms?</p>	<ul style="list-style-type: none"> <li>• Yes, specific goals can be set as a grade-level, for a teacher's classroom, and for each individual student.</li> </ul>

