

The School District of Palm Beach County

Pine Grove Elementary School



2015-16 School Improvement Plan

Pine Grove Elementary School

400 SW 10TH ST, Delray Beach, FL 33444

www.edline.net/pages/pine_grove_elementary_school

School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|-------------|------------------------|--|
| Elementary | Yes | 97% |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
|------------------------|----------------|--|
| No | No | 96% |

School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|-------|---------|---------|---------|---------|
| Grade | C* | B | D | D |

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|------------------------------|
| Not In DA | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The parents, staff, and community of Pine Grove will provide a safe, nurturing, and equitable educational environment that meets the social, academic and physical needs of each student so that all students will be successful learners and productive citizens.

Provide the school's vision statement

Pine Grove Elementary School is a safe, well, respected community school with happy, healthy, thriving children who are ready to meet the daily challenge of a relevant and rigorous curriculum. Pine Grove students will be provided with differentiated instructions and strategies to meet state and national proficiency standards and/or make significant learning gains in all core academic areas.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers will be offered further training through Multicultural Department to support cultural education to adhere to the vision and mission of the school. Teachers attend weekly planning meetings to ensure the school's instructional focus continues to meet the needs of all students as individual learners. In addition, student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also collaborate to develop more rigorous lessons. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans

Describe how the school creates an environment where students feel safe and respected before, during and after school

School wide universal guideline and behavior matrix implemented with all grade levels. Students partake in mentoring programs to fulfill socio - emotional needs. The Positive Behavior Support Team meets once every month to discuss upcoming opportunities to re-enforce school-wide positive behavior expectations throughout the school day. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings, instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs such as B.A.G. bucks. Positive school-wide behavior is implemented through the use of C.H.A.M.P.S. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school. All SWDs have the same opportunities as students without disabilities to participate in

all school sponsored, nonacademic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school participates in single school culture: implementing classroom management forms, Sw-PBS protocol and district wide behavior matrix. Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations. School-wide recognition system is in place; Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students are offered individual and small group counseling by ESOL and School Counselor. Collaborative efforts with outside agencies to ensure individual and family counseling, in addition, to psychiatric services. Students partake in mentoring offered by local agencies. Operational school based team that meets weekly to discuss students with barriers to academic and social success; Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Utilize data systems to identify students who have attendance, behavioral or academic concerns. The students who are identified will proceed through the data driven decision making process and/or problem solving team (SBT).

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | Total |
|---------------------------------|-------------|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 12 | 13 | 9 | 12 | 3 | 10 | 59 |
| One or more suspensions | 0 | 1 | 6 | 12 | 4 | 13 | 36 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 39 | 24 | 30 | 93 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | Total |
|--|-------------|---|----|----|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 6 | 9 | 10 | 14 | 1 | 10 | 50 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Effective multi-disciplinary teams such as the literacy leadership team (LLT) and school based team (SBT) are in place to problem solve and provide interventions such as SAI, iii, tutorial and Foundations. Teacher directed planned discussions and goal setting implemented for each student. Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Improve overall parental involvement regarding literacy. Increase parental awareness of school and district based resources regarding student achievement. Increase parental involvement through school based and community partnerships.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Faculty and parent engagement committee secure business partnerships and collaborative relationships with the City of Delray Beach and area resources. Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance

counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Brainstorm with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

| Name | Title |
|------------------------|---------------------|
| Peccia, Joseph | Principal |
| Tacher, Caren | |
| Menschel, Kristen | Other |
| Green, Jounice | Teacher, ESE |
| Patterson-Smith, Lorna | Teacher, K-12 |
| Kolb, Courtney | Teacher, K-12 |
| Grasso, Dominic | Teacher, K-12 |
| Andreoni, Randi | Teacher, K-12 |
| Laster, Dashell | Teacher, K-12 |
| Benjamin, Joana | Teacher, K-12 |
| Caldovino, Christina | Assistant Principal |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Role of administration: to ensure the use of data when making decisions, RTI Leadership team attends appropriate professional development and communicates with teachers/parents regarding RTI plans and strategies.

Guidance counselors: to coordinate school activities outside social agencies, provides small group and individual counseling as needed.

Reading coach: to develop plans for interventions as needed, assist with data collection and support implementation of tiered 1,2,3 interventions.

SAI teacher: to develop plans for intervention, support implementation of tiers 2 and 3 interventions and assist with data collection.

ESE/ESOL Coordinators: to develop plans for intervention, assist with data collection and support the implementation of tiers 1,2,3.

Team Leaders/Classroom Teachers: to serve on the RTI team as appropriate, attends meeting with data provided to discuss student's needs, develops plans for interventions, assist with data collection and monitors the progress of student plans.

Learning Team Facilitator: to assist with data collection/analysis and increasing the capacity of instruction.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team, consisting of administration, RTI coordinator, instructional coaches and ESE/ELL

coordinators will meet with teachers on an ongoing basis to review and discuss expectations for the daily instructional block and progress monitoring of student goals. Administration will monitor the fidelity of Tiers 1,2,3 daily instruction through classroom walkthroughs and formal/informal observations. In addition, academic coaches will monitor tiered instruction through the implementation of the coaching model. School based team will meet on a bi-monthly schedule to discuss current data and provide interventions for at-risk students. The school day has been extended an additional hour for reading instruction and the following interventions have been put in place: intensive reading classes, iii and tutoring.

Title I, Part A

Title I funds are designed to provide services that are above and beyond what the general fund supports. These funds are dedicated for students directly through tutorials before and after school, materials and supplies to supplement the curriculum and extended day, and field trips to build background knowledge for instruction. Title I funds support teachers by providing the school-based reading coach materials and supplies, and funds for teachers to attend professional development. Title I funds support families by funding the Parent University, parent training, and data chats and publications for home use in multiple languages.

Title II funds are allocated to assess the needs of at-risk student population by training teachers in core subject areas, and promoting best practice in teaching, and classroom management methods.

Title III helps support the following:

- Supplemental instructional materials for students
- Supplemental professional development for teachers, administrators, and non-instructional staff
- Parent involvement calendars
- A summer language acquisition program for secondary English language learners
- Additional bilingual staff to support families and students

Title X; Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; and Head Start/VPK.

Homeless Pine Grove works to ensure that each homeless child has equal access to the same free, appropriate public education, including a public preschool education, as other children.

Homeless children have access to the educational and other services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment.

Supplemental Academic Instruction (SAI)

SAI funds provide a teacher to work with the lowest 25% of students to improve reading in Grades 2, 3, 4. The SAI teacher uses LLI to bring student reading levels up.

Gang Reduction and Education Training (G.R.E.A.T.)

Through Safe Schools, the CHAMPs program, and school counselors, the school addresses a non-violence approach to conflict resolution and bullying. An anti-drug message will be implemented through District-wide implementation of Single School Culture. The school will also participate in Appreciation of Multicultural Diversity.

Nutrition Programs

Child nutrition programs in the District shall comply with federal, state, and local requirements.

Qualified child nutrition professionals shall provide healthful foods that are affordable, nutritious, appealing, and are accessible to all children. Child nutrition programs shall promote good health to foster student attendance and education. To the maximum extent practicable, all schools in the

District will participate in available federal school meal programs: including the School Breakfast Program, National School Lunch Program and Smart Snack program.

Head Start

Head Start promotes school readiness of low-income children by enhancing their cognitive, social and emotional development in a learning environment that supports children's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, and physical skills. Early Head Start provides early, continuous, intensive and comprehensive child development and family support services on a year-round basis to low-income families to enhance the physical, social, emotional, and intellectual development of infants and toddlers from birth to age three and pregnant women.

VPK

The VPK/Title I Enrichment Program is only offered in certain Title I schools and only students whose families live within a participating school's attendance zone or who have siblings enrolled at the school may apply. (See the column on the right for a list of the schools that currently offer the VPK/Title I Enrichment Program.) The Title I funded enrichment portion of the day is offered at no cost to parents and there are a limited number of seats. Final enrollment is determined by a public lottery.

Single School Culture

The school integrates School Wide Positive Behavior system to influence academic, climate, and behavior in addition to the appreciation of multilingual diversity. A social skills behavior matrix has been developed and implemented with staff, parents, and students. The Pine Grove Community has developed universal guidelines and expectations: SWIM

S - Safe (Keep hands, feet and objects to yourself)

W- Work Hard (Be positive and always do your best)

I - I am respectful (Use appropriate language and behavior at all times)

M- My responsibility (I will be accountable for myself and actions)

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|----------------------|----------------------------|
| Frantz Jean- Baptist | Parent |
| Dedrick Straghn | Parent |
| Craig Arndt | Parent |
| Joseph Peccia | Teacher |
| Kristin Menschel | Teacher |
| Joana Benjamin | Teacher |
| Courtney Prieto | Teacher |
| Christina Caldovino | Education Support Employee |
| Elizabeth Hill | Business/Community |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Collaborative efforts with all stakeholders was successful as evidenced by student's academic learning gains.

Development of this school improvement plan

The purpose of the SAC committee is to provide input to the SIP after careful analysis of the academic performance data and the school needs assessment.

Preparation of the school's annual budget and plan

Annual budget and plan will be established at the September meeting to allocate funds. Stakeholders will meet to discuss appropriate allocation of funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The committee will vote on the appropriate utilization of school improvement funds for increasing and supporting student achievement.

Science Fair Collaborative efforts with - \$2,000

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

| Name | Title |
|------------------------|---------------------|
| Peccia, Joseph | Principal |
| Scott-Woods, Yaschica | Teacher, K-12 |
| Menschel, Kristen | Other |
| Kolb, Courtney | Teacher, K-12 |
| Caldovino, Christina | Assistant Principal |
| Green, Jounice | Teacher, ESE |
| Patterson-Smith, Lorna | Other |
| Grasso, Dominic | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT is to improve school-wide literacy and meet annual measurable objectives (AMOs). One of our initiatives will be to meet the needs of all students through Universal Design and small-group instruction. Progress monitoring will be conducted by administration, academic coaches, SAI teacher, ESE/ELL coordinators and classroom teachers. Differentiated small group instruction will consist of flexible student groupings based on current data analysis, tier 1,2,3 ,ESE/ELL in class small group instruction and instructional technology interventions/formative assessments. Small group instruction will target interactive read-alouds, shared reading, word study, test talk and the infusion of higher order questioning and rigorous performance tasks.

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/

or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are encouraged to common plan on a weekly basis and are able to discuss Florida Standards during their scheduled LTM. One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

School based administration and the leadership team recruit through Annual Palm Beach County School District Job Fair. In addition, we work in conjunction, with the Human Resource Department to recruit highly qualified applicants. The utilization of the Educator's Support Program and the ongoing professional development opportunities ensures the retention of highly qualified individuals. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A plan has been developed to support beginning teachers and teachers new to Pine Grove. Activities include but are not limited to: Completion of the District's Educator Support Program, (ESP), formal and informal observations with written and/or oral feedback, provide opportunities to observe other classrooms, the modeling of lessons by the academic coaches, scheduling of common planning meetings and distribute school handbooks with policies and procedures.

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The implementation of the PBCSD Scope and Sequence, Units of Study and the Florida Standards test specifications. Through classroom walk through administration will utilize Marzano design questions to monitor teaching best practices and Reading Coaches will support classroom teachers. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers and LLT utilize EDW to differentiate instruction modifying instruction based on student limitations and areas of strength according to Florida Standards. SBT exports data along with teacher support to develop Tier 2 and Tier 3 plans to promote academic success. Early literacy assessment (RRR) will be recorded by teacher and monitored by Reading Coaches, Reading Running Record Team, and Administration. The analysis of the RRR data will help teacher establish guided reading groups, and drive differentiated instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 3,000

Provide additional reading instruction using Leveled Literacy Intervention (LLI) by Fountas and Pinnell a researched based intervention. In addition to using LLI we will be providing individualized data driven instruction in the five areas of reading: phonics, phonemic awareness, vocabulary, comprehension, and fluency.

Strategy Rationale

As per state guidelines.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Peccia, Joseph, joe.peccia.jr@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed through progress monitoring of Reading Running Records.

Strategy: After School Program

Minutes added to school year: 1,060

Engaging differentiated virtual instruction

Strategy Rationale

Increase academic performance in reading and math

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Peccia, Joseph, joe.peccia.jr@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

V- Math, I Station, I Ready data

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The preschool program housed at Pine Grove and other preschool sites located in the community such as Head Start and VPK are invited to attend Kindergarten Round-Up. This is held for rising Kindergarten students and their parents. Rising Kindergarten students visit the school to tour the facility, meet the teachers, and visit the classrooms. The ESE coordinator and Speech and Language Pathologist attend preschool transition Individualized Education Plans (IEP) team meetings at local preschool sites to assist in the development of transition for prospective students. Support staff conducts a Kindergarten readiness assessment and reviews with parent prior to kindergarten start date. District-wide assessment tools such as FLKERS, are used by Kindergarten teachers to assess student readiness. The data is used to design instruction to meet students' needs. The data will also be used to determine if low readiness rates are associated with any particular program that feeds into our school. Efforts will be made to communicate with such programs and jointly develop a plan to address the concern. The quality and effectiveness of our efforts will be evaluated using parent/teacher surveys and an examination of assessment data over time.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Career day is held on May 17, 2016. Students have an opportunity to learn about different careers through out the community. We offer choice programs information training's for parents and students.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

STEM

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement focused reading and math remediation and enrichment programs (including STEM) which provide a system of supports to improve instruction for all students, then we will be successful at attaining the academic goals set for 2016.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we implement focused reading and math remediation and enrichment programs (including STEM) which provide a system of supports to improve instruction for all students, then we will be successful at attaining the academic goals set for 2016. 1a

G069867

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| FSA English Language Arts - Achievement | 30.0 |
| FSA Mathematics - Achievement | 40.0 |

Resources Available to Support the Goal 2

- Title I funding
- Instructional Coaches
- District curriculum teams
- Area support teams
- Dedicated teachers
-

Targeted Barriers to Achieving the Goal 3

- Teachers are at different levels of familiarity with LAFS and MAFS and items specifications for the FSA; staff is at varying levels of teaching experience; teachers require assistance in using tools to analyze data to drive instruction; teachers require support in instructional strategies specific to English Language Learners
- Time and resources during the school day are limited, making remediation and enrichment difficult; students acquire and retain knowledge at varying paces and many require additional time to master skills; students do not connect with many concepts because of limited background knowledge or engagement
- Students require assistance at home to practice/reinforce skills taught at school; parents don't always have the resources and/or knowledge of strategies to assist their child(ren) at home; parents are not fully aware of grade level expectations

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. If we implement focused reading and math remediation and enrichment programs (including STEM) which provide a system of supports to improve instruction for all students, then we will be successful at attaining the academic goals set for 2016. **1**

 **G069867**

G1.B1 Teachers are at different levels of familiarity with LAFS and MAFS and items specifications for the FSA; staff is at varying levels of teaching experience; teachers require assistance in using tools to analyze data to drive instruction; teachers require support in instructional strategies specific to English Language Learners **2**

 **B181806**

G1.B1.S1 Create an infrastructure that supports school-wide professional development in all content areas and pedagogy to build teacher capacity. **4**

 **S193428**

Strategy Rationale

To increase academic achievement.

Action Step 1 **5**

Coaches and administration will ensure teachers Implement district focus calendar and scope and sequence based on the Florida Standards.

Person Responsible

Joseph Peccia

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Agendas, focus calendars, resources/manipulatives from common planning and learning team meetings

Action Step 2 5

Provide opportunities for teachers to analyze data and plan collaboratively to share best practices and ensure consistent level of rigor across classrooms in each grade level. All teachers, including ESE and ELL teachers will participate.

Person Responsible

Joseph Peccia

Schedule

Weekly, from 9/15/2015 to 6/2/2016

Evidence of Completion

Agendas, sign-ins, notes and/or work samples

Action Step 3 5

Area Support Specialists, District Curriculum Teams and School-based coaches will model effective teaching strategies

Person Responsible

Joseph Peccia

Schedule

Every 6 Weeks, from 9/21/2015 to 5/23/2016

Evidence of Completion

Common Planning/ LTM agendas and weekly coaching diary entries

Action Step 4 5

Provide professional development in Universal Design and small group instruction to increase student achievement.

Person Responsible

Schedule

Triannually, from 8/11/2015 to 3/31/2016

Evidence of Completion

Agendas, resources/materials, lesson plans, weekly coaches logs classroom walkthroughs, CWTs and data analysis

Action Step 5 5

Support teachers in the pursuit of professional development opportunities to develop content and pedagogical knowledge, including ESE and ELL students.

Person Responsible

Joseph Peccia

Schedule

Monthly, from 9/15/2015 to 6/2/2016

Evidence of Completion

TDEs, Agendas from Trainings

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will observe/attend PDs and collaborative planning sessions, as well as review documentation from those sessions and off campus PD.

Person Responsible

Joseph Peccia

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

Agendas, sign-in and notes from administrative meetings at which the PD plan and common planning are discussed.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Development of an instructional focus calendar, Math scales

Person Responsible

Joseph Peccia

Schedule

On 6/4/2015

Evidence of Completion

Agendas from common planning and learning team meetings

G1.B2 Time and resources during the school day are limited, making remediation and enrichment difficult; students acquire and retain knowledge at varying paces and many require additional time to master skills; students do not connect with many concepts because of limited background knowledge or engagement **2**

 B181807

G1.B2.S1 Increase opportunities for students to utilize hands-on science and math resources and interactive technology resources to increase student engagement. **4**

 S193429

Strategy Rationale

Increase academic achievement by increasing engagement.

Action Step 1 **5**

Students will research science topics using classroom resources (science texts, Science Fusion, Gizmos), conduct hands-on labs, and write about the process in science journals.

Person Responsible

Christina Caldovino

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Purchase requisitions, teacher lesson plans, samples of student work

Action Step 2 **5**

Teachers will utilize instructional technology and web-based programs to engage students.

Person Responsible

Joseph Peccia

Schedule

Daily, from 9/1/2015 to 6/2/2016

Evidence of Completion

Teacher lesson plans, usage reports from web-based programs.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will observe materials in use in classrooms and will review lesson plans to ensure materials are integrated into lessons.

Person Responsible

Christina Caldovino

Schedule

Monthly, from 9/15/2015 to 5/31/2016

Evidence of Completion

Annotated lesson plans, feedback to teachers, observation notes (informal)

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Through classroom walkthroughs, administration will see an increase in student engagement.

Person Responsible

Christina Caldovino

Schedule

Monthly, from 10/15/2015 to 3/31/2016

Evidence of Completion

Feedback to teachers on student engagement

G1.B2.S2 Create a culture of self directed learning the blends required classroom learning and learning that is driven by student interest by giving students opportunities to explore literature and informational texts through the media center and classroom libraries and by encouraging participation in academic-based extracurricular activities. 4

 S193430

Strategy Rationale

Students retain information when connections are made.

Action Step 1 5

Utilize the media center as a literacy hub to foster a love of reading - students will cycle into media center weekly to choose from high-interest materials.

Person Responsible

Joseph Peccia

Schedule

Weekly, from 9/1/2015 to 6/2/2016

Evidence of Completion

Schedule of media center rotations

G1.B2.S3 Provide enrichment and remediation opportunities within and outside of the school day using supplemental funding. 4

 S193431

Strategy Rationale

Additional time is needed for some students to master concepts.

Action Step 1 5

Resource teacher will support struggling reading students through push in classroom support.

Person Responsible

Christina Caldovino

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Resource teacher's schedule, roster of students supported, sample lesson plans

Action Step 2 5

Offer tutorial program to students before/after school to assist students in mastering skills/concepts taught during school day.

Person Responsible

Christina Caldovino

Schedule

Daily, from 9/8/2015 to 3/31/2016

Evidence of Completion

Teacher timesheets, student sign-ins, lesson plans

Action Step 3 5

Utilize prescriptive online programs to build students' skills in math and reading

Person Responsible

Christina Caldovino

Schedule

Daily, from 10/1/2015 to 6/2/2016

Evidence of Completion

usage programs, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administration will meet to review implementation of resource teacher, tutorial program, and online program usage.

Person Responsible

Joseph Peccia

Schedule

Monthly, from 10/15/2015 to 5/31/2016

Evidence of Completion

Agendas, sign-ins, notes/minutes from meetings at which those programs were reviewed/discussed.

G1.B3 Students require assistance at home to practice/reinforce skills taught at school; parents don't always have the resources and/or knowledge of strategies to assist their child(ren) at home; parents are not fully aware of grade level expectations **2**

 B181808

G1.B3.S1 Equip all parents/guardians to serve as partners in their child(ren)'s education. **4**

 S193432

Strategy Rationale

Research shows that a parent's involvement in school increases the student's academic achievement.

Action Step 1 **5**

Conduct Parent University trainings using the district-based curriculum

Person Responsible

Joseph Peccia

Schedule

Monthly, from 10/1/2015 to 3/1/2016

Evidence of Completion

Agendas, sign-in sheets and certification of completion

Action Step 2 **5**

Teachers and staff will collaborate to provide strategies-focused parent trainings.

Person Responsible

Christina Caldovino

Schedule

Monthly, from 9/1/2015 to 6/2/2016

Evidence of Completion

agendas, sign-ins, handouts, and parent evaluations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will monitor the activities through observation and review of parent feedback and training materials.

Person Responsible

Joseph Peccia

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Written notes, annotated materials, and analyzed parent surveys (summary of results)

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Attendance, walk throughs and parent feedback

Person Responsible

Joseph Peccia

Schedule

On 2/12/2015

Evidence of Completion

Agendas, sign-in sheets, and certification of completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------|--|----------------------|-------------------------------|--|-------------------|
| G1.B1.S1.A1 | Coaches and administration will ensure teachers Implement district focus calendar and scope and sequence based on the Florida Standards. | Peccia, Joseph | 8/17/2015 | Agendas, focus calendars, resources/ manipulatives from common planning and learning team meetings | 6/2/2016 daily |
| G1.B2.S1.A1 | Students will research science topics using classroom resources (science texts, Science Fusion, Gizmos), conduct hands-on labs, and write about the process in science journals. | Caldovino, Christina | 8/17/2015 | Purchase requisitions, teacher lesson plans, samples of student work | 6/2/2016 weekly |
| G1.B2.S2.A1 | Utilize the media center as a literacy hub to foster a love of reading - students will cycle into media center weekly to choose from high-interest materials. | Peccia, Joseph | 9/1/2015 | Schedule of media center rotations | 6/2/2016 weekly |

Palm Beach - 0911 - Pine Grove Elementary School - 2015-16 SIP
Pine Grove Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|--|----------------------|-------------------------------|---|-------------------------|
| G1.B2.S3.A1 | Resource teacher will support struggling reading students through push in classroom support. | Caldovino, Christina | 8/17/2015 | Resource teacher's schedule, roster of students supported, sample lesson plans | 6/2/2016 daily |
| G1.B3.S1.A1 | Conduct Parent University trainings using the district-based curriculum | Peccia, Joseph | 10/1/2015 | Agendas, sign-in sheets and certification of completion | 3/1/2016 monthly |
| G1.B1.S1.A2 | Provide opportunities for teachers to analyze data and plan collaboratively to share best practices and ensure consistent level of rigor across classrooms in each grade level. All teachers, including ESE and ELL teachers will participate. | Peccia, Joseph | 9/15/2015 | Agendas, sign-ins, notes and/or work samples | 6/2/2016 weekly |
| G1.B2.S1.A2 | Teachers will utilize instructional technology and web-based programs to engage students. | Peccia, Joseph | 9/1/2015 | Teacher lesson plans, usage reports from web-based programs. | 6/2/2016 daily |
| G1.B2.S3.A2 | Offer tutorial program to students before/after school to assist students in mastering skills/concepts taught during school day. | Caldovino, Christina | 9/8/2015 | Teacher timesheets, student sign-ins, lesson plans | 3/31/2016 daily |
| G1.B3.S1.A2 | Teachers and staff will collaborate to provide strategies-focused parent trainings. | Caldovino, Christina | 9/1/2015 | agendas, sign-ins, handouts, and parent evaluations | 6/2/2016 monthly |
| G1.B1.S1.A3 | Area Support Specialists, District Curriculum Teams and School-based coaches will model effective teaching strategies | Peccia, Joseph | 9/21/2015 | Common Planning/ LTM agendas and weekly coaching diary entries | 5/23/2016 every-6-weeks |
| G1.B2.S3.A3 | Utilize prescriptive online programs to build students' skills in math and reading | Caldovino, Christina | 10/1/2015 | usage programs, lesson plans | 6/2/2016 daily |
| G1.B1.S1.A4 | Provide professional development in Universal Design and small group instruction to increase student achievement. | | 8/11/2015 | Agendas, resources/materials, lesson plans, weekly coaches logs classroom walkthroughs, CWTs and data analysis | 3/31/2016 triannually |
| G1.B1.S1.A5 | Support teachers in the pursuit of professional development opportunities to develop content and pedagogical knowledge, including ESE and ELL students. | Peccia, Joseph | 9/15/2015 | TDEs, Agendas from Trainings | 6/2/2016 monthly |
| G1.MA1 | [no content entered] | | | one-time | |
| G1.B1.S1.MA1 | Development of an instructional focus calendar, Math scales | Peccia, Joseph | 8/18/2014 | Agendas from common planning and learning team meetings | 6/4/2015 one-time |
| G1.B1.S1.MA1 | Administration will observe/attend PDs and collaborative planning sessions, as well as review documentation from those sessions and off campus PD. | Peccia, Joseph | 8/11/2015 | Agendas, sign-in and notes from administrative meetings at which the PD plan and common planning are discussed. | 5/31/2016 monthly |
| G1.B2.S1.MA1 | Through classroom walkthroughs, administration will see an increase in student engagement. | Caldovino, Christina | 10/15/2015 | Feedback to teachers on student engagement | 3/31/2016 monthly |
| G1.B2.S1.MA1 | Administration will observe materials in use in classrooms and will review lesson plans to ensure materials are integrated into lessons. | Caldovino, Christina | 9/15/2015 | Annotated lesson plans, feedback to teachers, observation notes (informal) | 5/31/2016 monthly |
| G1.B3.S1.MA1 | Attendance, walk throughs and parent feedback | Peccia, Joseph | 10/14/2014 | Agendas, sign-in sheets, and certification of completion | 2/12/2015 one-time |
| G1.B3.S1.MA1 | Administration will monitor the activities through observation and review of parent feedback and training materials. | Peccia, Joseph | 10/1/2015 | Written notes, annotated materials, and analyzed parent surveys (summary of results) | 5/31/2016 monthly |
| G1.B2.S3.MA1 | Administration will meet to review implementation of resource teacher, tutorial program, and online program usage. | Peccia, Joseph | 10/15/2015 | Agendas, sign-ins, notes/minutes from meetings at which those programs were reviewed/discussed. | 5/31/2016 monthly |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we implement focused reading and math remediation and enrichment programs (including STEM) which provide a system of supports to improve instruction for all students, then we will be successful at attaining the academic goals set for 2016.

G1.B1 Teachers are at different levels of familiarity with LAFS and MAFS and items specifications for the FSA; staff is at varying levels of teaching experience; teachers require assistance in using tools to analyze data to drive instruction; teachers require support in instructional strategies specific to English Language Learners

G1.B1.S1 Create an infrastructure that supports school-wide professional development in all content areas and pedagogy to build teacher capacity.

PD Opportunity 1

Coaches and administration will ensure teachers Implement district focus calendar and scope and sequence based on the Florida Standards.

Facilitator

Kristen Menschel

Participants

K-5 classroom teachers

Schedule

Daily, from 8/17/2015 to 6/2/2016

PD Opportunity 2

Provide opportunities for teachers to analyze data and plan collaboratively to share best practices and ensure consistent level of rigor across classrooms in each grade level. All teachers, including ESE and ELL teachers will participate.

Facilitator

Area 1 Support team, instructional coaches, administrative team, curriculum department personnel

Participants

All instructional staff

Schedule

Weekly, from 9/15/2015 to 6/2/2016

PD Opportunity 3

Provide professional development in Universal Design and small group instruction to increase student achievement.

Facilitator

Area Teams, Administration, PD Team

Participants

Teachers

Schedule

Triannually, from 8/11/2015 to 3/31/2016

G1.B2 Time and resources during the school day are limited, making remediation and enrichment difficult; students acquire and retain knowledge at varying paces and many require additional time to master skills; students do not connect with many concepts because of limited background knowledge or engagement

G1.B2.S3 Provide enrichment and remediation opportunities within and outside of the school day using supplemental funding.

PD Opportunity 1

Utilize prescriptive online programs to build students' skills in math and reading

Facilitator

Technology provider

Participants

Teachers

Schedule

Daily, from 10/1/2015 to 6/2/2016

G1.B3 Students require assistance at home to practice/reinforce skills taught at school; parents don't always have the resources and/or knowledge of strategies to assist their child(ren) at home; parents are not fully aware of grade level expectations

G1.B3.S1 Equip all parents/guardians to serve as partners in their child(ren)'s education.

PD Opportunity 1

Teachers and staff will collaborate to provide strategies-focused parent trainings.

Facilitator

Administration

Participants

Teachers and staff

Schedule

Monthly, from 9/1/2015 to 6/2/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we implement focused reading and math remediation and enrichment programs (including STEM) which provide a system of supports to improve instruction for all students, then we will be successful at attaining the academic goals set for 2016.

G1.B2 Time and resources during the school day are limited, making remediation and enrichment difficult; students acquire and retain knowledge at varying paces and many require additional time to master skills; students do not connect with many concepts because of limited background knowledge or engagement

G1.B2.S1 Increase opportunities for students to utilize hands-on science and math resources and interactive technology resources to increase student engagement.

PD Opportunity 1

Teachers will utilize instructional technology and web-based programs to engage students.

Facilitator

Anthony Gonzalez

Participants

K-5 classroom teachers

Schedule

Daily, from 9/1/2015 to 6/2/2016

Budget

Budget Data

| | | | | | | |
|---|-------------|--|---|----------------|-----|------------|
| 1 | G1.B1.S1.A1 | Coaches and administration will ensure teachers Implement district focus calendar and scope and sequence based on the Florida Standards. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Provide opportunities for teachers to analyze data and plan collaboratively to share best practices and ensure consistent level of rigor across classrooms in each grade level. All teachers, including ESE and ELL teachers will participate. | | | | \$9,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 0911 - Pine Grove Elementary School | | | \$7,000.00 |
| | | | Notes: Substitutes for collaborative planning | | | |
| | | | 0911 - Pine Grove Elementary School | | | \$2,000.00 |

| Budget Data | | | | | | |
|-------------|-------------|--|--|----------------|-----|-------------|
| | | | Notes: Supplies to support data meetings and collaborative planning such as PD resource books, paper and ink for EDW and PM reports, binders, chart paper, post-its, highlighters, markers, index cards, folders, sticky dots, pens, pencils | | | |
| 3 | G1.B1.S1.A3 | Area Support Specialists, District Curriculum Teams and School-based coaches will model effective teaching strategies | | | | \$0.00 |
| 4 | G1.B1.S1.A4 | Provide professional development in Universal Design and small group instruction to increase student achievement. | | | | \$0.00 |
| 5 | G1.B1.S1.A5 | Support teachers in the pursuit of professional development opportunities to develop content and pedagogical knowledge, including ESE and ELL students. | | | | \$5,600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 0911 - Pine Grove Elementary School | | | \$3,600.00 |
| | | | Notes: Stipends for PD outside of contract hours | | | |
| | | | 0911 - Pine Grove Elementary School | | | \$2,000.00 |
| | | | Notes: Subs for PD during school day | | | |
| 6 | G1.B2.S1.A1 | Students will research science topics using classroom resources (science texts, Science Fusion, Gizmos), conduct hands-on labs, and write about the process in science journals. | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 0911 - Pine Grove Elementary School | Title I Part A | | \$1,000.00 |
| | | | Notes: Purchase supplemental classroom materials such as Science Fusion, hands on lab materials, paper, post-its to track progress on learning goals/scales, consumables, etc. | | | |
| 7 | G1.B2.S1.A2 | Teachers will utilize instructional technology and web-based programs to engage students. | | | | \$0.00 |
| 8 | G1.B2.S2.A1 | Utilize the media center as a literacy hub to foster a love of reading - students will cycle into media center weekly to choose from high-interest materials. | | | | \$4,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 0911 - Pine Grove Elementary School | Title I Part A | | \$4,000.00 |
| | | | Notes: Books for media center | | | |
| 9 | G1.B2.S3.A1 | Resource teacher will support struggling reading students through push in classroom support. | | | | \$75,634.87 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |

| Budget Data | | | | | | |
|-------------|-------------|--|---|----------------|-----|-------------|
| | | | 0911 - Pine Grove Elementary School | | 1.0 | \$65,008.45 |
| | | | Notes: 1.0 Resource Teacher - Reading - Mr. Grasso (Salary & benefits) | | | |
| | | | 0911 - Pine Grove Elementary School | | | \$10,626.42 |
| | | | Notes: LLI ancillary materials, extra LLI kits, ELL resource materials, highlighters, index cards, writing folders, post-its for learning goals/scales, chart paper, novels for book studies, books for classroom libraries, composition books, for writing journals, Scholastic News, Scholastic Readers | | | |
| 10 | G1.B2.S3.A2 | Offer tutorial program to students before/after school to assist students in mastering skills/concepts taught during school day. | | | | \$30,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 0911 - Pine Grove Elementary School | | | \$25,000.00 |
| | | | Notes: HQ tutors - salary & benefit | | | |
| | | | 0911 - Pine Grove Elementary School | | | \$0.00 |
| | | | Notes: Non - Cert tutors - push in - salary & benefits | | | |
| | | | 0911 - Pine Grove Elementary School | | | \$5,000.00 |
| | | | Notes: Supplies for tutorials such as paper, ink, toner, pencils, pens, composition books, folders, loose leaf paper, consumable student study guides, post-its, chart paper, book club books | | | |
| 11 | G1.B2.S3.A3 | Utilize prescriptive online programs to build students' skills in math and reading | | | | \$17,900.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 0911 - Pine Grove Elementary School | | | \$17,900.00 |
| | | | Notes: Online programs such as VMath, VMath Live, iReady, Reading A-Z, Flocabulary, Spelling City, iStation, Reflex Math, TenMarks | | | |
| 12 | G1.B3.S1.A1 | Conduct Parent University trainings using the district-based curriculum | | | | \$0.00 |
| 13 | G1.B3.S1.A2 | Teachers and staff will collaborate to provide strategies-focused parent trainings. | | | | \$5,039.69 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 0911 - Pine Grove Elementary School | Other Federal | | \$2,993.00 |
| | | | Notes: Part time pay and benefits for teachers to coordinate academic parent trainings, for CLF to translate at those meetings, and for childcare to be provided. | | | |
| | | | 0911 - Pine Grove Elementary School | Other Federal | | \$2,046.69 |

| Budget Data | | |
|-------------|--|--------------|
| | Notes: Supplies for parent trainings and school-to-home communication such as paper, colored paper, ink, toner, construction paper, post-its, chart paper, folders, pens, pencils, markers, paper clips, staples, refreshments, etc. | |
| Total: | | \$148,174.56 |