Pine Grove Elementary School

2016-17 Schoolwide Improvement Plan

Pine Grove Elementary School

400 SW 10TH ST, Delray Beach, FL 33444

https://pges.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	B	D

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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Pine Grove Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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

b. 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.

c. 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.

d. 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).

3. 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).

a. 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).

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	13	9	12	3	10	0	0	0	0	0	0	0	59
One or more suspensions	0	1	6	12	4	13	0	0	0	0	0	0	0	36
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	39	24	30	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	9	10	14	1	10	0	0	0	0	0	0	0	50

c. 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 Fundations. 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;

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. 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.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Peccia, Joseph	Principal
Tacher, Caren	
Menschel, Kristen	Other
Patterson-Smith, Lorna	Teacher, K-12
Kolb, Courtney	Teacher, K-12
Laster, Dashell	Teacher, K-12
Benjamin, Joana	Teacher, K-12
Caldovino, Christina	Assistant Principal

b. Duties

1. 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 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.

2. 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)

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

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
Timothy Hill	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. 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.

c. 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.

2. 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

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Peccia, Joseph	Principal
Menschel, Kristen	Other
Kolb, Courtney	Teacher, K-12
Caldovino, Christina	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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 PLC. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. 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' progress towards attaining standard mastery might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The PLCs provide time for instructional teams to develop an instructional model that supports the DOK level as determined by the standard. Through classroom walk-throughs administration will utilize Marzano design questions (DQ 3) to monitor teaching best practices and the Reading Coach will support classroom teachers. Our school creates ongoing opportunities for teachers to identify student needs based on attainment of the LAFS and MAFS and to plan and discuss curriculum strategies that align to the standards. These conversations and learning opportunities or PLCs promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. 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 instructional staff utilize reports from Performance Matters (BB Cards), EDW, and iReady to differentiate instruction by modifying instruction based on student limitations and areas of strength according to LAFS and MAFS. The School Based Team employs the Rti Process to ensure students with deficiencies are identified for services while utilizing data, in conjunction with teacher input, 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 anchor the differentiated instruction.

2. 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

2. Student Transition and Readiness

a. 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).

1. 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 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.

b. College and Career Readiness

1. 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, 2017. Students have an opportunity to learn about different careers through out the community. We offer choice programs information training's for parents and students.

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

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

STEM

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Tracking our students through Reading Running Records, FSQ/USA, Diagnostics assessments, and iReady Reports we were able to target our instruction and differentiated according to their individual needs. Through tracking we identified the need to provide more support for our English Language Learners and our ESE students.

B. 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"Â? 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.

The leadership team reviewed and analyzed the data from EDW and found that our English Language Learners and our ESE students support schedules could be maximized in order to focus on their individual needs.

C. Strategic Goals

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we deliver effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade. 1a

🔑 G083678

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
Literacy Rate - Grade 2	50.0
FSA ELA Achievement	34.0

Targeted Barriers to Achieving the Goal 3

- Building teacher capacity by effectively utilizing the strategies in the continuum of literacy to increase student performance.

- Providing instruction based on the students needs, strengths, and interest.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Continuum of literacy

- Scholastic News and literature book sets

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Plan to Monitor Progress Toward G1. 8

Administration will analyze the Fall/Winter Diagnostic scores and FSA scores to determine strengths and weaknesses

Person Responsible
Joseph Peccia

Schedule
On 6/1/2017

Evidence of Completion
Analyzing Diagnostic scores and discussing strategies to provide additional support as needed

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 deliver effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade. 1

🔍 G083678

G1.B1 Building teacher capacity by effectively utilizing the strategies in the continuum of literacy to increase student performance. 2

🔍 B222116

G1.B1.S1 Professional development on the levels of the literacy continuum and understand the progression of reading behaviors. 4

🔍 S234396

Strategy Rationale

By developing teacher capacity student achievement in literacy will increase.

Action Step 1 5

Teachers will learn the reading behaviors within each level of the continuum and effectively determine the next steps during weekly PLC's.

Person Responsible

Dashell Laster

Schedule

Weekly, from 8/2/2016 to 8/2/2016

Evidence of Completion

Sign in sheet, agenda, work products

Action Step 2 5

Primary Reading Coach will serve as mentor to K-2 teachers in planning instructional strategies to ensure reading standards and goals match the DOK level they were intended to meet.

Person Responsible

Courtney Kolb

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Weekly schedule of tiered support, PLC agendas, sign-ins, notes

Action Step 3 `5`

Area Support Specialists and school-based coaches will model effective teaching strategies

Person Responsible

Courtney Kolb

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Schedules, lesson plans, sign-in sheets, specific feedback when coaching.

Action Step 4 `5`

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

Person Responsible

Courtney Kolb

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

lesson plans, student data, student evidence

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

Administration will observe and review PLC meeting participation, effective lesson planning and implementation.

Person Responsible

Joseph Peccia

Schedule

On 6/1/2017

Evidence of Completion

Providing feedback through leadership meetings

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

During PLC meetings, student data will be reviewed to determine next steps in student progression

Person Responsible

Kristen Menschel

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Consultation of student data and documented discussion of next steps for student progression

G1.B2 Providing instruction based on the students needs, strengths, and interest. `2`

🔑 B222117

G1.B2.S1 Students will connect and learn through opportunities to interact with literature and current events. `4`

🔑 S234397

Strategy Rationale

This daily strategy will increase student participation, conversation, and help the student grow academically.

Action Step 1 `5`

Provide the students to engage in opportunities with current and relevant supplemental and instructional resources.

Person Responsible

Courtney Kolb

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

lesson plans, PLC agendas and notes, student work samples, data

Action Step 2 `5`

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

Person Responsible

Christina Caldovino

Schedule

Weekly, from 10/20/2016 to 3/10/2017

Evidence of Completion

Sign in sheets, lesson plans

Action Step 3 `5`

Provide timely parent meetings that are aligned to achievement goals.

Person Responsible

Kristen Menschel

Schedule

Every 2 Months, from 10/20/2016 to 4/28/2017

Evidence of Completion

sign in sheets, parent resources and tips

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

Administration will observe during PLC participation, effective lesson planning, and implementation

Person Responsible

Joseph Peccia

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Feedback during leadership meetings

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

PLC Meetings, student data, evidence

Person Responsible

Kristen Menschel

Schedule

Biweekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Evidence of effective instruction from planning, student data, and next steps.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1 A301457	Teachers will learn the reading behaviors within each level of the continuum and effectively...	Laster, Dashell	8/2/2016	Sign in sheet, agenda, work products	8/2/2016 weekly
G1.B2.S1.A2 A301462	Offer tutorial program to students before/during/after school to assist students in mastering...	Caldovino, Christina	10/20/2016	Sign in sheets, lesson plans	3/10/2017 weekly
G1.B2.S1.A3 A301463	Provide timely parent meetings that are aligned to achievement goals.	Menschel, Kristen	10/20/2016	sign in sheets, parent resources and tips	4/28/2017 every-2-months
G1.MA1 M306091	Administration will analyze the Fall/Winter Diagnostic scores and FSA scores to determine strengths...	Peccia, Joseph	8/15/2016	Analyzing Diagnostic scores and discussing strategies to provide additional support as needed	6/1/2017 one-time
G1.B1.S1.MA1 M306087	During PLC meetings, student data will be reviewed to determine next steps in student progression	Menschel, Kristen	8/15/2016	Consultation of student data and documented discussion of next steps for student progression	6/1/2017 weekly
G1.B1.S1.MA1 M306088	Administration will observe and review PLC meeting participation, effective lesson planning and...	Peccia, Joseph	8/15/2016	Providing feedback through leadership meetings	6/1/2017 one-time
G1.B1.S1.A3 A301459	Area Support Specialists and school-based coaches will model effective teaching strategies	Kolb, Courtney	8/15/2016	Schedules, lesson plans, sign-in sheets, specific feedback when coaching.	6/1/2017 monthly
G1.B1.S1.A4 A301460	Resource teacher will support struggling reading students through push in classroom support.	Kolb, Courtney	8/15/2016	lesson plans, student data, student evidence	6/1/2017 monthly
G1.B2.S1.MA1 M306089	PLC Meetings, student data, evidence	Menschel, Kristen	8/15/2016	Evidence of effective instruction from planning, student data, and next steps.	6/1/2017 biweekly
G1.B2.S1.MA1 M306090	Administration will observe during PLC participation, effective lesson planning, and implementation	Peccia, Joseph	8/15/2016	Feedback during leadership meetings	6/1/2017 weekly
G1.B2.S1.A1 A301461	Provide the students to engage in opportunities with current and relevant supplemental and...	Kolb, Courtney	8/15/2016	lesson plans, PLC agendas and notes, student work samples, data	6/1/2017 daily
G1.B1.S1.A2 A301458	Primary Reading Coach will serve as mentor to K-2 teachers in planning instructional strategies to...	Kolb, Courtney	8/15/2016	Weekly schedule of tiered support, PLC agendas, sign-ins, notes	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade.

G1.B1 Building teacher capacity by effectively utilizing the strategies in the continuum of literacy to increase student performance.

G1.B1.S1 Professional development on the levels of the literacy continuum and understand the progression of reading behaviors.

PD Opportunity 1

Teachers will learn the reading behaviors within each level of the continuum and effectively determine the next steps during weekly PLC's.

Facilitator

Dashell Laster and Courtney Prieto

Participants

Teachers and staff

Schedule

Weekly, from 8/2/2016 to 8/2/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will learn the reading behaviors within each level of the continuum and effectively determine the next steps during weekly PLC's.				$0.00
2	G1.B1.S1.A2	Primary Reading Coach will serve as mentor to K-2 teachers in planning instructional strategies to ensure reading standards and goals match the DOK level they were intended to meet.				$38,077.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0911 - Pine Grove Elementary School	Title I, Part A	0.5	$36,577.28
			Notes: Salary and benefits (Courtney Prieto)			
	6400	510-Supplies	0911 - Pine Grove Elementary School	Title I, Part A		$1,500.00
			Notes: Supplies: paper, ink, chart paper, post it notes, markers, PD resource books			
3	G1.B1.S1.A3	Area Support Specialists and school-based coaches will model effective teaching strategies				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0911 - Pine Grove Elementary School	Title I, Part A		$1,000.00
			Notes: PD Subs			
4	G1.B1.S1.A4	Resource teacher will support struggling reading students through push in classroom support.				$70,067.64
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0911 - Pine Grove Elementary School	Title I, Part A	1.0	$10,154.40
			Notes: 1.0 resource teacher-Reading-Ms. Rollin (Salary & Benefits, August 9-September 19th)			
	5100	510-Supplies	0911 - Pine Grove Elementary School	Title I, Part A		$3,725.18
			Notes: LLI materials, extra LLI kits, ELL resource materials, highlighters, index cards, writing folders, post -its for learning scales, novels, books for classroom libraries.			
	5100	120-Classroom Teachers	0911 - Pine Grove Elementary School	Title I, Part A		$28,094.03
	5100	120-Classroom Teachers	0911 - Pine Grove Elementary School	Title I, Part A		$28,094.03
5	G1.B2.S1.A1	Provide the students to engage in opportunities with current and relevant supplemental and instructional resources.				$11,113.86

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0911 - Pine Grove Elementary School	Title I, Part A		$11,113.86
			Notes: Scholastic News Magazines (Current events, Dynamath, and Super Science), chapter books (literary and informational), emergent readers, leveled readers.			
6	**G1.B2.S1.A2**	**Offer tutorial program to students before/during/after school to assist students in mastering concepts taught in class.**				**$57,426.61**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0911 - Pine Grove Elementary School	Title I, Part A		$40,579.13
			Notes: HQ tutors-salary and benfits-Ms. Vecchione and classroom teachers			
	5100	750-Other Personal Services	0911 - Pine Grove Elementary School	Title I, Part A		$15,347.48
			Notes: Non-cert. tutors-push in-salary and benefits-Mr. Hatcher			
	5100	510-Supplies	0911 - Pine Grove Elementary School	Title I, Part A		$1,500.00
			Notes: Supplies for tutorial such as: paper, ink, toner, pencils, composition books, pens, pencils, book club books.			
7	**G1.B2.S1.A3**	**Provide timely parent meetings that are aligned to achievement goals.**				**$1,025.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0911 - Pine Grove Elementary School	Title I, Part A		$900.00
			Notes: Supplies for parent trainings: colored paper, paper, chart paper, cardstock, ink, manipulatives, laminating film, refreshments.			
	6150	100-Salaries	0911 - Pine Grove Elementary School	Title I, Part A		$125.00
			Notes: CLF			
					Total:	**$178,710.39**