The School District of Palm Beach County

Pine Grove Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

*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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Pine Grove Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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.

Our guidance department will host a Multicultural Day event to celebrateTeachers will be offered further training through Multicultural Department to support cultural education to adhere to the vision and mission of the school. Teachers will attend PLC's weekly and Common Planning biweekly to plan and ensure the school's instructional focus continues to meet the needs of all students as individual learners. In addition, 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic

achievement.

School wide universal guidelines and behavior matrix implemented with all grade levels.
Guidance is placed on the wheel to address social and emotional standards.. 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 color week incentives and golden spoons in the cafeteria incentives. 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,
SwPBS 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 Counselor 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	17	14	6	11	3	4	0	0	0	0	0	0	0	55
One or more suspensions	0	2	0	3	4	2	1	0	0	0	0	0	0	12
Course failure in ELA or Math	64	38	44	64	51	66	0	0	0	0	0	0	0	327
Level 1 on statewide assessment	0	0	0	37	28	45	0	0	0	0	0	0	0	110

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	13	6	6	40	30	45	0	0	0	0	0	0	0	140

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 small group instruction, iii, tutorial and Fundations, Fountas & Pinnell Word Work and Words Their Way.
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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/430381.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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

1. School Leadership Team

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

Name	Title
King, Shauntay	Principal
Menschel, Kristen	Other
Patterson-Smith, Lorna	Instructional Media
Kolb, Courtney	Instructional Coach
Caldovino, Christina	Assistant Principal
Powell, Lisa	Other
Cousins, Matthew	Other
Moses, Stacey	Other
Georges, Mchelle	School Counselor
Thicklin, Erica	School Counselor

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.

School Base Team Coordinator and Coaches: 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.

Instructional Coaches: 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, SBT 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 weekly schedule to discuss current data and provide interventions for at-risk students. The school day has been extended an additional 30 minutes 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 3, 4 and 5. The SAI teacher uses LLI and use the comprehension strategies to bring student reading levels up.

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 - Safety First
W- Work Hard

I - I am respectful
M- My responsibility

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
Christina Caldovino	Education Support Employee
Elizabeth Hill	Business/Community
Shauntay King	Principal
Vanessa Gibson	Teacher
	Parent
Mackendy Mondelus	Parent
Mertha Lermend	Parent
Gerard Joseph	Parent
Natalie Monplaisui	Parent
Peggy Paul	Teacher
Erica Thicklin	Parent
Marie Pierre	Parent
ChristianeGatil	Business/Community
Tyler Goverman	Business/Community
Vivian Koppelman	Parent
Trisha Chmil	Parent
Elmise Joseph	Parent
Marie Joseph	Parent
Louise Joseph	Parent
Roxanan Ramirez	Parent
Kerena Casseus	Parent
Lenore Spence	Parent
Andre Claire	Parent
Meritone Jean	Parent
Rhonda Garland	Parent
Eneedn Palacios	Parent
Yazmin Gonzalez	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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.

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
King, Shauntay	Principal
Menschel, Kristen	Other
Kolb, Courtney	Teacher, K-12
Caldovino, Christina	Assistant Principal
Moses, Stacey	

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.Teachers are encouraged to common plan on a bi- 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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
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
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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Pine Grove Elementary School offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and

contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.
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 FLKRS, 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 annually in May.. Students will 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.

N/A

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

In guidance classes students will discuss their goals for carreers and paths that need to be taken for students to achieve their goals.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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.

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

🔍 G094901

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	60.0
FSA ELA Achievement - Grade 3	39.0
FSA ELA Achievement	39.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge aligning the Florida Standards to the resources we are using when planning and teaching which decreases our ability to adequately identify true student needs in relation to mastering the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Continuum of literacy

- Scholastic News: Story Works

- Fundations

- Top Score

- Fountas & Pinnell Word Work Program

- IReady

- Words Their Way

- Leveled Literacy Intervention

- Core Knowledge Language Arts-CKLA

- CPalms

Plan to Monitor Progress Toward G1. 8

Administration will review and analyze, FSQ's, USA's, Winter Diagnostic scores and FSA scores to determine whether we are making progress towards our goal.

Person Responsible
Kristen Menschel

Schedule
On 6/1/2018

Evidence of Completion
Score Reports

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`

🔑 G094901

G1.B8 We have a challenge aligning the Florida Standards to the resources we are using when planning and teaching which decreases our ability to adequately identify true student needs in relation to mastering the standards. `2`

🔑 B255322

G1.B8.S1 Provide teachers with a variety of professional learning opportunities with a focus on delivering effective an relevant instruction to meet the needs of all learners. `4`

🔑 S269810

Strategy Rationale

By developing teacher capacity teacher effectiveness will improve and student achievement will increase.

Action Step 1 `5`

Teacher teams will meet as Professional Learning Communities (PLC) to support one another in deepening their understanding of the standards, analyzing data to identify student needs,determining appropriate resources/materials to be used, and to share instructional strategies and methods that are effective in meeting the needs of all students.

Person Responsible

Shauntay King

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

School Calendar

Action Step 2 `5`

During PLCs, Coaches will work along side teachers to guide them in aligning materials, instruction, tasks and questions to Florida Standards and Test Items Specs. (Pillar 1)

Person Responsible

Christina Caldovino

Schedule

On 6/1/2018

Evidence of Completion

Lesson Plans, teacher feedback

Action Step 3 `5`

Teachers will be given the opportunity to attend common planning sessions to ensure they have adequate time to apply their learning from PLCs and plan standards based lessons that will serve as their guide to delivering effective and relevant instruction.

Person Responsible

Courtney Kolb

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

School calendar, lesson plans, student journals

Action Step 4 `5`

During common planning, instructional Coaches will model the planning process of how to align materials to the standards. (Pillar 1)

Person Responsible

Courtney Kolb

Schedule

Weekly, from 8/14/2017 to 6/2/2018

Evidence of Completion

PLC agendas, sign-ins and notes, student journals

Action Step 5 `5`

Provide all staff professional development on available interventions to ensure we are able to meets the needs of every student.

Person Responsible

Shauntay King

Schedule

On 6/1/2018

Evidence of Completion

Sign in sheet, intervention lesson plans

Action Step 6 5

Resource staff will receive professional development on providing small group instruction utilizing the Continuum of Literacy.

Person Responsible

Courtney Kolb

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

lesson plans, student data, student RRR

Action Step 7 5

Common Practices have been established to ensure a common knowledge of what is expected to happen in every classroom is actually happening.

Person Responsible

Shauntay King

Schedule

On 6/1/2018

Evidence of Completion

Common Practices are being implemented as observed through classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Professional development will be planned based on student and teacher need.

Person Responsible

Schedule

On 6/1/2018

Evidence of Completion

agendas, sign ins,

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Administration will attend and participate in Professional development and follow up with class room visits and review student work samples.

Person Responsible

Shauntay King

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

agenda and sign ins, student work samples, feedback from observation

G1.B8.S2 Provide students with various learning opportunities that student centered and personalized. 4

🔍 S269811

Strategy Rationale

If students engage in learning that is student centered and personalized they will connect to the learning and show improvements.

Action Step 1 5

Ensure every student has access to complex text.

Person Responsible

Courtney Kolb

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

lesson plans, PLC agendas and notes, student journals, 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 10/2/2017 to 5/1/2018

Evidence of Completion

Sign in sheets, lesson plans

Action Step 3 `5`

Provide effective and timely intervention for students in need of iii or tiered services. (A schedule will be created to provide support to the large number of students in need of iii and tiered services).

Person Responsible

Kristen Menschel

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

sign in sheets, parent resources and tips

Action Step 4 `5`

A rotational schedule will be created to ensure every student receives small group instruction at least 1 to 2 times daily.

Person Responsible

Shauntay King

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

rotational schedule, classroom walkthrough notes

Action Step 5 `5`

Resource teachers will push into classes and provide support and targeted instruction to students based on RRR data.

Person Responsible

Courtney Kolb

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

resouce schedule, classroom walkthrough notes, lesson plan

Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

Administration will observe during PLC participation, effective lesson planning, and implementation as well as student journal/works samples will be collected.

Person Responsible

Shauntay King

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Feedback during walkthroughs, emails, plc, assessments

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 7

Feedback during walkthroughs, emails, plc, assessments

Person Responsible

Shauntay King

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

student work samples and formative assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B8.S2.A2 A360652	Offer tutorial program to students before/during/after school to assist students in mastering...	Caldovino, Christina	10/2/2017	Sign in sheets, lesson plans	5/1/2018 weekly
G1.MA1 M385348	Administration will review and analyze, FSQ's, USA's, Winter Diagnostic scores and FSA scores to...	Menschel, Kristen	8/14/2017	Score Reports	6/1/2018 one-time
G1.B8.S1.MA1 M385344	Administration will attend and participate in Professional development and follow up with class...	King, Shauntay	8/14/2017	agenda and sign ins, student work samples, feedback from observation	6/1/2018 weekly
G1.B8.S1.MA1 M385345	Professional development will be planned based on student and teacher need.		8/14/2017	agendas, sign ins,	6/1/2018 one-time
G1.B8.S1.A1 A360644	Teacher teams will meet as Professional Learning Communities (PLC) to support one another in...	King, Shauntay	8/14/2017	School Calendar	6/1/2018 weekly
G1.B8.S1.A2 A360645	During PLCs, Coaches will work along side teachers to guide them in aligning materials,...	Caldovino, Christina	8/14/2017	Lesson Plans, teacher feedback	6/1/2018 one-time
G1.B8.S1.A3 A360646	Teachers will be given the opportunity to attend common planning sessions to ensure they have...	Kolb, Courtney	8/14/2017	School calendar, lesson plans, student journals	6/1/2018 biweekly
G1.B8.S1.A5 A360648	Provide all staff professional development on available interventions to ensure we are able to...	King, Shauntay	8/14/2017	Sign in sheet, intervention lesson plans	6/1/2018 one-time
G1.B8.S1.A6 A360649	Resource staff will receive professional development on providing small group instruction utilizing...	Kolb, Courtney	8/14/2017	lesson plans, student data, student RRR	6/1/2018 monthly
G1.B8.S1.A7 A360650	Common Practices have been established to ensure a common knowledge of what is expected to happen...	King, Shauntay	8/14/2017	Common Practices are being implemented as observed through classroom walkthroughs	6/1/2018 one-time
G1.B8.S2.MA1 M385346	Feedback during walkthroughs, emails, plc, assessments	King, Shauntay	8/14/2017	student work samples and formative assessment data	6/1/2018 daily
G1.B8.S2.MA1 M385347	Administration will observe during PLC participation, effective lesson planning, and implementation...	King, Shauntay	8/28/2017	Feedback during walkthroughs, emails, plc, assessments	6/1/2018 weekly
G1.B8.S2.A1 A360651	Ensure every student has access to complex text.	Kolb, Courtney	8/14/2017	lesson plans, PLC agendas and notes, student journals, data	6/1/2018 daily
G1.B8.S2.A3 A360653	Provide effective and timely intervention for students in need of iii or tiered services. (A...	Menschel, Kristen	8/21/2017	sign in sheets, parent resources and tips	6/1/2018 daily
G1.B8.S2.A4 A360654	A rotational schedule will be created to ensure every student receives small group instruction at...	King, Shauntay	8/14/2017	rotational schedule, classroom walkthrough notes	6/1/2018 daily
G1.B8.S2.A5 A360655	Resource teachers will push into classes and provide support and targeted instruction to students...	Kolb, Courtney	8/14/2017	resouce schedule, classroom walkthrough notes, lesson plan	6/1/2018 daily
G1.B8.S1.A4 A360647	During common planning, instructional Coaches will model the planning process of how to align...	Kolb, Courtney	8/14/2017	PLC agendas, sign-ins and notes, student journals	6/2/2018 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.B8 We have a challenge aligning the Florida Standards to the resources we are using when planning and teaching which decreases our ability to adequately identify true student needs in relation to mastering the standards.

G1.B8.S1 Provide teachers with a variety of professional learning opportunities with a focus on delivering effective an relevant instruction to meet the needs of all learners.

PD Opportunity 1

Teacher teams will meet as Professional Learning Communities (PLC) to support one another in deepening their understanding of the standards, analyzing data to identify student needs,determining appropriate resources/materials to be used, and to share instructional strategies and methods that are effective in meeting the needs of all students.

Facilitator

Shauntay King

Participants

Teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

During PLCs, Coaches will work along side teachers to guide them in aligning materials, instruction, tasks and questions to Florida Standards and Test Items Specs. (Pillar 1)

Facilitator

Courtney Prieto (Kolb)

Participants

3rd-5th grade teachers

Schedule

On 6/1/2018

PD Opportunity 3

Teachers will be given the opportunity to attend common planning sessions to ensure they have adequate time to apply their learning from PLCs and plan standards based lessons that will serve as their guide to delivering effective and relevant instruction.

Facilitator

Teacher Leaders will be empowered to support their peers during common planning

Participants

Teachers

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 4

During common planning, instructional Coaches will model the planning process of how to align materials to the standards. (Pillar 1)

Facilitator

Instructional Coach

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 6/2/2018

PD Opportunity 5

Provide all staff professional development on available interventions to ensure we are able to meets the needs of every student.

Facilitator

District Staff, Courtney Prieto Kolb

Participants

Teachers and Staff

Schedule

On 6/1/2018

PD Opportunity 6

Resource staff will receive professional development on providing small group instruction utilizing the Continuum of Literacy.

Facilitator

Instructional Coach

Participants

Resource Staff

Schedule

Monthly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B8.S1.A1	Teacher teams will meet as Professional Learning Communities (PLC) to support one another in deepening their understanding of the standards, analyzing data to identify student needs,determining appropriate resources/materials to be used, and to share instructional strategies and methods that are effective in meeting the needs of all students.	$0.00
2	G1.B8.S1.A2	During PLCs, Coaches will work along side teachers to guide them in aligning materials, instruction, tasks and questions to Florida Standards and Test Items Specs. (Pillar 1)	$0.00
3	G1.B8.S1.A3	Teachers will be given the opportunity to attend common planning sessions to ensure they have adequate time to apply their learning from PLCs and plan standards based lessons that will serve as their guide to delivering effective and relevant instruction.	$0.00
4	G1.B8.S1.A4	During common planning, instructional Coaches will model the planning process of how to align materials to the standards. (Pillar 1)	$0.00
5	G1.B8.S1.A5	Provide all staff professional development on available interventions to ensure we are able to meets the needs of every student.	$0.00
6	G1.B8.S1.A6	Resource staff will receive professional development on providing small group instruction utilizing the Continuum of Literacy.	$0.00
7	G1.B8.S1.A7	Common Practices have been established to ensure a common knowledge of what is expected to happen in every classroom is actually happening.	$0.00
8	G1.B8.S2.A1	Ensure every student has access to complex text.	$0.00
9	G1.B8.S2.A2	Offer tutorial program to students before/during/after school to assist students in mastering concepts taught in class.	$0.00
10	G1.B8.S2.A3	Provide effective and timely intervention for students in need of iii or tiered services. (A schedule will be created to provide support to the large number of students in need of iii and tiered services).	$0.00
11	G1.B8.S2.A4	A rotational schedule will be created to ensure every student receives small group instruction at least 1 to 2 times daily.	$0.00
12	G1.B8.S2.A5	Resource teachers will push into classes and provide support and targeted instruction to students based on RRR data.	$0.00
		Total:	$0.00