

The School District of Palm Beach County

# Pine Grove Elementary School



## 2018-19 Schoolwide Improvement Plan

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## 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)	2017-18 Title I School	2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### SIP Authority

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>.

### 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

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

### School Leadership Team

#### 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
Caldovino, Christina	Assistant Principal
Cousins, Matthew	Other
Moses, Stacey	Other
Thicklin, Erica	School Counselor
Farenga, Shari	Other
Mitchell, Genay	Instructional Coach
Heil, Samantha	Teacher, ESE

#### Duties

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

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

School counselors: To coordinate school activities with outside agencies, providing small 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/ELL 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 meetings 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.

## Early Warning Systems

### Year 2017-18

#### 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	11	13	8	11	8	0	0	0	0	0	0	0	63
One or more suspensions	2	0	4	2	3	5	0	0	0	0	0	0	0	16
Course failure in ELA or Math	27	48	42	54	50	52	0	0	0	0	0	0	0	273
Level 1 on statewide assessment	0	0	0	35	28	42	0	0	0	0	0	0	0	105

#### 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	8	7	10	33	28	40	0	0	0	0	0	0	0	126

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	2	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	2	4	12	17	17	0	0	0	0	0	0	0	52

#### Date this data was collected

Tuesday 9/25/2018

### Year 2016-17 - As Reported

#### 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

## Year 2016-17 - Updated

**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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

Our math data was low in third, fourth, and 5th grade. Third grade was at 34% which decreased 9%, fourth grade was a 43% which decreased 9%, and fifth grade was 32% which decreased 5%. Our low 25% students decreased 10% and our Learning Gains were down 6%.

#### Which data component showed the greatest decline from prior year?

Our Math proficiency and out math Learning Gains showed the greatest decline.

**Which data component had the biggest gap when compared to the state average?**

Out Math Learning Gains declined by 15% in comparison to the state average.

**Which data component showed the most improvement? Is this a trend?**

Our ELA achievement, low 25%, and our Learning Gains all improved greatly. Our Third grade students were at 16% and increased to 39%. Fourth grade had a decrease of 1%. Our Fifth grade was a 21% and increased to 36%.

**Describe the actions or changes that led to the improvement in this area.**

During the reading block we utilized our teachers and coach to provide small group instruction so that each teacher had an extra person to support small group. We utilized iReady, LLI, and performance coach.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	42%	57%	56%	37%	52%	52%
ELA Learning Gains	63%	61%	55%	54%	56%	52%
ELA Lowest 25th Percentile	72%	56%	48%	44%	51%	46%
Math Achievement	43%	65%	62%	58%	61%	58%
Math Learning Gains	44%	63%	59%	63%	61%	58%
Math Lowest 25th Percentile	36%	53%	47%	61%	51%	46%
Science Achievement	28%	56%	55%	43%	53%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12 (17)	11 (14)	13 (6)	8 (11)	11 (3)	8 (4)	63 (55)
One or more suspensions	2 (0)	0 (2)	4 (0)	2 (3)	3 (4)	5 (2)	16 (11)
Course failure in ELA or Math	27 (64)	48 (38)	42 (44)	54 (64)	50 (51)	52 (66)	273 (327)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	35 (37)	28 (28)	42 (45)	105 (110)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	56%	-17%	57%	-18%
	2017	16%	54%	-38%	58%	-42%
Same Grade Comparison		23%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2018	34%	58%	-24%	56%	-22%
	2017	35%	57%	-22%	56%	-21%
Same Grade Comparison		-1%				
Cohort Comparison		18%				
05	2018	36%	59%	-23%	55%	-19%
	2017	21%	52%	-31%	53%	-32%
Same Grade Comparison		15%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	34%	63%	-29%	62%	-28%
	2017	43%	62%	-19%	62%	-19%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	43%	63%	-20%	62%	-19%
	2017	52%	64%	-12%	64%	-12%
Same Grade Comparison		-9%				
Cohort Comparison		0%				
05	2018	32%	66%	-34%	61%	-29%
	2017	37%	61%	-24%	57%	-20%
Same Grade Comparison		-5%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	24%	56%	-32%	55%	-31%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	48	64	21	36	36					
ELL	33	68	70	39	48	36	18				
BLK	43	64	65	43	43	35	27				
HSP	36	57		39	50		31				
FRL	42	63	72	42	44	36	27				



2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	3	44	38	18	36	38	13				
ELL	22	47	44	44	48	43	18				
BLK	28	53	46	48	50	48	39				
HSP	26	52		52	43						
FRL	28	54	49	50	51	46	37				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
<b>Title</b>	We want to continue to ensure progress in both reading and math instruction to support the expectations of LTO#2 High-School Readiness
<b>Rationale</b>	ELA has shown an increase, but we are still below the goal in proficiency and math showed the greatest decline in 3rd-5th grade from 2017-2018. This area of focus is aligned tot the strategic plan to increase reading on grade level in 3rd grade to 75% and also ensure high school readiness.
<b>Intended Outcome</b>	Improve ELA proficiency to 45% to be on target by 2021. Improve Math proficiency to 50% to be on target by 2021.
<b>Point Person</b>	Shauntay King (shauntay.king@palmbeachschools.org)
Action Step	
<b>Description</b>	<p>Effective Instruction-Students are immersed in rigorous tasks encompassing the full intent of the standards and content required by school board policy 2.09 and Florida State statue 1003.42. The coaches will support the teachers through standards based PLCs, where there will be a focus on the questioning during instruction, the monitoring piece, the students task, and ensuring the alignment with the core actions. The support teachers will also work with the coaches to implement small group instruction during the reading and math blocks. The students who are in the Low 25% category will also receive small group instruction to increase their reading level. Our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women with in US History. FSS 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on reading and writing across the content areas:</p> <p>Students will use iReady to work on their level and build their fluency and comprehension Students will use Top Score Writing to plan, organize, write, and conference to improve their writing. Students will keep journals and write responses using question stems that align with the item specs. Students will use accountable talk and accountable signals to show that they understand the questions and standards being taught. Support teachers will support the reading blocks during small group instruction Support teachers will provide LLI for intervention Teachers will utilize ELL strategies that engage ELL learners</p>
<b>Person Responsible</b>	Christina Caldovino (christina.caldovino@palmbeachschools.org)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>Principal and AP will monitor instruction weekly and provide feedback SSCC or reading coaches will monitor instruction/student evidence plan and review student work at PLCs. ELL specialist/ESE specialist will monitor instruction/student evidence plan and review student work at PLCs.</p>
<b>Person Responsible</b>	Kristen Menschel (kristen.menschel@palmbeachschools.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

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.

#### PFEP Link

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

**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).

**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 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 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.

**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

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 families by funding the Parent University, parent training, and data chats and publications for home use in multiple languages.

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

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.

#### 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.)

### Single School Culture

The school integrates School Wide Positive Behavior system to influence academic, climate, and behavior. A social skills behavior matrix has been developed and implemented with staff, parents, and students. The Grove universal guidelines and expectations:

S - Safety First

W- Work Hard

I - I am respectful

M- My responsibility

**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.

### Part V: Budget

Total:

\$741.00